



HIGH SCHOOL STANDARDS IN
GIRLS ATHLETICS
IN THE STATE OF OHIO

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SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY IN THE FACULTY
OF PHILOSOPHY, COLUMBIA UNIVERSITY

NEW YORK
1933

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ACKNOWLEDGMENTS

Many persons were jointly responsible for the completion of this project. The author especially wishes to thank Dr. J. F. Williams of Teachers College, Columbia University, for his valuable assistance as sponsor of the study. Dr. C. L. Brownell and Dr. J. R. McGaughy served as advisers for the project and contributed largely to its successful completion. Assistance, financial and otherwise, was rendered by the Ohio High School Athletic Association and the Ohio State Department of Education. The actual preparation of the manuscript was greatly facilitated by Miss Helen N. Smith, Miss Charlotte Philippi and Mr. C. O. Brown. To all of these people and to the committee members backing the project, the author is greatly indebted and wishes to express appreciation of their coöperation and service.

Cincinnati, Ohio.

April 29, 1933.



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INTRODUCTION

The purpose of this study is to single out one phase of education for intensive survey and analysis in order to set suitable and practical standards. The subject for study is that of girls' athletics in Ohio secondary schools. It is a problem which has become increasingly significant during the last ten years and this study was undertaken in response to many local requests. The present economic stringency was not paramount in 1929 when this study was undertaken, but the changes of the last three years have influenced the investigator to be more searching in analysis and more careful in conclusions. A definite attempt has been made to see the problems of girls' athletics in relation to the larger problems of education and the economic situation in general.

The object of this study is to establish standards which will indicate proper choice of separate athletic activities in a school program for girls, and which will guide their organization. The first step of the investigation was to survey current practice in order to ascertain present conditions. The second step consisted of a study of the participation and preference of high school girls in order to know more of their needs, interests, and abilities. The third step was an analysis of expert opinion in order to be guided by the good judgment of professionally trained and experienced minds. The final step consisted of a careful study of all available related facts in order that the conclusions reached by the investigator might be established as rules of conduct approved by social analysis and applicable to the needs, interests, and abilities of high school girls.

Some phases of the problem are outstanding. For instance, the matter of training for leisure time is particularly perplexing. It still remains to be proved to a large number of parents and tax-payers that leisure time activities belong to a school program at all. On the other hand, we hear constantly of the possibility, even the imminence, of a five-day week and six-hour day for adults, with all this increased opportunity for leisure. It seems strange that adults, in the face of this development, do not recognize the importance of training for leisure during school days. In a sense all athletic activities may be used for leisure time but some are much more frequently and easily

adapted. The increasing interest of girls in activities which are more popularly carried on after school days are past is a very significant consideration.

Another outstanding problem is that of health. Although health is not the chief aim of athletic activity, it is obvious that such activity may have a very important effect upon general physical conditions. It is common for any normal girl of high school age to desire some type of physical play activity. Whether this desire is to be guided into educational channels or whether it is to be allowed expression without direction is the concern of the school. The health and development of the individual girl are at stake and, regardless of the question whether the school is primarily an intellectualizing or a socializing agency, it remains clear that the problem must be faced squarely and its solution sought. It is significant that in our popular literature, we hear so much about the "control" of athletics—an emphasis which implies that athletics constitute a force that must be curbed or restrained. Instead of controlling or curbing this popular activity the school should be concerned seriously with its proper administration and development. Only then can the possible physical, mental, and social benefits of athletic activity be realized for the individual girl.

The whole study has been dealt with from the standpoint of the state. The preliminary surveys among high school girls and officials were statewide in their distribution. The committee backing the project included representatives of leading state organizations concerned in various ways with the problems or conduct of girls' athletics. The results of the study are concerned with problems found throughout Ohio. In a sense, then, the standards formulated by the investigator are for local use, but because of the breadth of the field considered and the extensive method involved there is much material which applies nationally to the conduct of girls' athletics in the United States at the present time.

H. L. C.

DEFINITION OF PROBLEM AND METHOD OF PROCEDURE

CHAPTER I

THE PROBLEM

The problem of "High School Standards in Girls' Athletics in the State of Ohio" may be stated in the form of four major questions: (1) What is the function of standards in general? (2) How can the state establish standards? (3) What method can be used for determining reliable standards? (4) What standards can be established by the State of Ohio for the present athletic programs of high school girls?

Webster defines a standard as "an established rule or model determined by authority for measuring." He further explains that a standard has a broad function involving more than test procedure and comparative evaluation. From the educational standpoint then, it may be assumed that a standard may serve as a means of motivation and stimulation as well as a method of appraisal. It should represent as far as can be determined the combined opinions of persons who are recognized authorities in the indicated field and it should serve as an ideal at which to aim. On the other hand, a rule or model too far ahead of practice is not effective because the persons involved find it too difficult to make a meaningful connection between what is and what should be. A standard must be flexible and definitely constructed to meet the situation at hand. It must be forward-looking and yet when it pertains to a large number of dissimilar situations it must be adjustable in order to meet the essential requirements of local situations. For the purpose of this study the term standard will be used to mean a rule or model determined and agreed upon by recognized authority, and definitely constructed to guide the situation at hand.

The policy that "Education is a function of the state" is clearly defined and commonly acceded to in the United States at the present time. Cubberley describes this policy when he says, ¹"In all such matters as the nature of the instruction required to be given and the school supervision, it is essentially the business of the state to determine standards which shall be permitted." Physical education is legally required in all Ohio schools² and athletic activities form a large part of the physical education program. It is therefore fitting that the State Department of Education, through its Division of Health and Physical Education, take the leadership in the setting of standards for girls' athletics in the schools. Coöperating with this department should be those official state organizations which are concerned with the problems of girls' athletics from the standpoints of health and general education. In Ohio such a list of organizations

1. Cubberley, Ellwood. *State School Administration*. Boston: Houghton Mifflin Co., 1927, p. 87.

2. General Code, State of Ohio School Law, Sec. 7721.

includes the Ohio High School Athletic Association, the Ohio Women's Division of the National Amateur Athletic Federation, the Ohio Congress of Parents and Teachers, the Ohio Public Health Association, the Ohio State Department of Health, and the Ohio Educational Association. It would seem that standards determined by such official groups could be called truly representative of state authority.

After determining the function of standards and then securing the proper authority for establishing such standards, the next problem of the investigator is one of method. The generally expressed opinions of experts contribute largely to the solution of the problem but do not entirely solve it. "To validate any experience for any particular time, both child interest and social value should be used as tests."* It is therefore proposed that the judgment of experts, made in the light of existing conditions of apparent pupil interest and social value, be used as a guide in the establishing of standards. Information concerning the present practice and apparent interest of pupils must be at hand. Statistics of current opportunity provided, in terms of facilities and leadership, must be available. Significant literature of the field must be carefully studied. Information obtained from these various sources must then be submitted to the judgment of experts in order to arrive at the desired standards. In this way the activities, needs, and interests of pupils would be studied from the standpoint of social analysis and the final guiding rules stated in terms of present conditions as well as of future progress.

The final part of the problem is to determine what definite standards for girls' athletics can propitiously be established in Ohio high schools according to the principles and methods indicated above. An extensive study of the literature of the field added to the experience of the investigator seems to indicate that the following phases of the school athletic program are outstanding and would lend themselves most readily to the establishing of suitable standards:

1. Selection of separate athletic activities recommended for girls.
2. Organization of athletic activities in the school program.
3. Health considerations and safeguards.

The detailed solution of the problem lies in the selection of the important and basic elements of each point outlined, for which guiding rules can be established and practical policies of administration can be recommended.

SURVEY OF RELATED LITERATURE

A review of literature relating to the problems of girls' athletics reveals a wealth of material dealing with personal opinion and the policies of organizations but very little scientific study. The bibliography at the end of this study includes a selected list of ninety books,

* *Foundations of Curriculum-Making*. Twenty-Fifth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Co., 1926, P. 13.

articles, and reports dealing directly and indirectly with the general subject of athletics in secondary schools during the past nine years. An exhaustive list would be entirely too unwieldy because it would include material in countless periodicals and books, both general and professional in type. The significant point is that such a mass of material exists and the selected list includes all outstanding related material known to the investigator.

A critical analysis of the content of these references reveals an increasing interest in the subject and an earnest desire for further development. Such titles as the following show this attitude: "Our High School Athletics—How May They Be Improved?"¹ "Athletics for Women from a National Point of View,"² "More Competitive Athletics for Girls—But of the Right Kind!"³ "Motivating the Physical Education Program for High School Girls."⁴ Institutions and organizations seem to be reexamining their educational policies or platforms and publishing new guiding principles. The following titles are suggestive of this increasing interest in the educational bearing of athletics in the school program: "Standards in the Administration of a State Program of Physical Education,"⁵ "Platform on Athletics, Society of State Directors of Health and Physical Education,"⁶ "Resolutions Adopted by the Conference on Athletics and Physical Recreation,"⁷ "State Organizations of Athletic Associations for Girls in Secondary Schools."⁸

Aside from the many expressions of personal opinion there seems to be an increasing tendency to use more scientific methods in analyzing the problems of girls' athletics. Twelve studies stand out prominently in a review of recent literature and they are presented here briefly in chronological order. The first seven studies were sponsored by national organizations and the last five were local Ohio projects.

On April 6, 1925, the Women's Division of the National Amateur Athletic Federation reported a rating plan⁹ based upon their platform of athletics for girls and women. The purpose of the plan was to evaluate the physical education programs of schools and thus to provide a method of comparative ratings of members of the organization. The plan was never given a thorough test because, in the opinion of the organization, it was considered that the time was not ripe for such an experiment. The study itself, however, is significant

1. Townsend, H. R. "Our High School Athletics—How May They Be Improved?" *American Physical Education Review*, 223 (January, 1927), pp. 26-31.
2. Savage, H. J. "Athletics for Women from a National Point of View," *Journal of Health and Physical Education*, Vol. I, No. 6 (June, 1930), pp. 12-16.
3. Perrin, Ethel. "More Competitive Athletics for Girls—But of the Right Kind!" *American Physical Education Review*, 250 (October, 1929), pp. 473-476.
4. Hartley, Grace. "Motivating the Physical Education Program for High School Girls." *American Physical Education Review*, 248 (June, 1929), pp. 344-351.
5. Sharman, J. R. "Standards in the Administration of a State Program of Physical Education." *Journal of Health and Physical Education*, Vol. I, No. 6 (June, 1930), pp. 26-27.
6. "Platform on Athletics, Society of State Directors of Physical and Health Education." *National Physical Education Service of the National Recreation Association, News Letter* No. 39 (April 1, 1931), pp. 3-4.
7. "Resolutions Adopted by the Conference on Athletics and Physical Recreation, National Amateur Athletic Federation." *American Physical Education Review*, 187 (May, 1923), pp. 284-288.
8. Larsen, Margaret. "State Organizations of Athletic Associations for Girls in Secondary Schools." *Research Quarterly of the American Physical Education Association*, Vol. II, No. 3 (October, 1931), pp. 63-73.
9. McKinstry, Helen. *Report of the Committee on Rating Plan*. National Amateur Athletic Federation, Women's Division, New York, 1925.

in its organization of material and its carefully expressed expert opinion.

In 1926 the Women's Division reported an athletic program for girls of high school age.¹ There was no attempt at standardization but definite recommendations were made regarding certain fundamental principles and common program features of girls' athletics.

In 1929 the Carnegie Foundation for the Advancement of Teaching published an extensive study of men's college athletics.² The purpose of this was to inquire into the values of present day athletics. Chapter IV, "Athletics in American Schools," is an interesting and pertinent treatment of athletics for girls as well as for boys in secondary schools.

On June 27, 1930, the Sub-Committee on Girls' Athletics in Secondary Schools submitted its report to the White House Conference on Child Health and Protection.³ Conclusions and recommendations were based on tabulations from two questionnaire surveys: one among 1,560 secondary school girls in New York City, and one among 84 experts in health and physical education selected throughout the country. Modern research methods were carefully employed and the data treated statistically. The report emphasizes the point that there is a remarkable similarity between what girls prefer most to do and what experts think they should do. The further point was made that current practice in the school athletic program has very little relation to what experts consider most valuable or what girls really prefer to do.

On December 31, 1930, the Society of State Directors of Health and Physical Education adopted and codified a platform on athletics.⁴ Many of the points in this platform have a direct bearing upon the material of the present study and offer substantial support both to the method of attack and to the actual content.

On March 19, 1931, the Secondary Commission of the North Central Association passed a number of definite and progressive rulings regarding the organization, administration, and objectives of athletics in its schools. This action was prompted by a report⁵ of the Committee of Athletics on a questionnaire survey among 11,751 high schools on its accredited membership list. The data compiled represented the judgments of the responsible educational heads of these schools. The survey was significant because of its scope and the widespread interest in its findings.

1. Cummings, Mabel L. "Programs of Athletics for Girls of Junior High School Age." Report of Committee on Programs. National Amateur Athletic Federation, Women's Division. New York, 1926.
2. Savage, Howard J. American College Athletics. Bulletin No. 23 of the Carnegie Foundation for the Advancement of Teaching. New York, 1929.
3. "Report of Sub-Committee on Girls' Athletics in Secondary Schools." White House Conference on Child Health and Protection, Committee on Recreation and Physical Education in Secondary Schools. To be published by the Century Co.
4. "Platform on Athletics, Society of State Directors of Physical and Health Education." National Physical Education Service of the National Recreation Association. News Letter No. 39 (April 1, 1931), pp. 3-4.
5. Morley, E. E. "Report of the Committee on Athletics in Secondary Schools." Quarterly of the North Central Association of Colleges and Secondary Schools. Vol. VI, No. 1: June, 1931, pp. 21-30.

On April 21, 1932, the American Physical Education Association accepted the Report of the Committee on Athletics for Girls and Women.¹ This committee of representative experts from different parts of the country had been working for two years on this study under the chairmanship of the present investigator. The material of the monograph was designed to be an estimate of the best professional thought on the outstanding practices and problems at the present time in the field of athletics for girls and women. Its purpose was to provide the association with definite material which could be sent out in answer to questions for personal service, and which would be available to all members of the associations.

During the past two years in Ohio five projects have been undertaken which are significantly related to the material of this study. In 1930 the booklet "Girls' Athletics"² was prepared by the Ohio Department of Education in conjunction with the Women's Division of the National Amateur Athletic Federation. The booklet consists of a series of questions and answers concerning problems in girls' athletics and represents the best opinion of a committee of physical education leaders in the state. The material was published as a practical guide for superintendents, principals, community workers, and others who expressed a need for such information. Eighteen thousand copies of this publication were distributed within two years, and more are being published. The far-reaching effects of the material can be estimated only by the demand.

During the winter of 1929-1930 state standards on health and physical education were issued by the Ohio Department of Education.³ On the basis of data compiled from the distribution of these standards a list of approved high schools was set up by the state. This comparative evaluation of high schools is now made annually.

In December, 1930, the Ohio High School Athletic Association passed a ruling discontinuing all girls' basketball tournaments in the state after September, 1931.⁴ This ruling was made after a questionnaire survey of the members of the association which asked their opinions concerning girls' interscholastic basketball and county tournaments. This definite step seems to indicate that the state association favors a varied and extensive athletic program for girls and wishes to avoid overemphasizing basketball.⁵ This attitude was further confirmed by an article published in the Association Bulletin⁶ which gave a number of reasons why the undesirable tournaments were legislated out of existence and which offered suggestions for acceptable substitutes.

1. "Report of the Committee on Monograph of Athletics for Girls and Women," edited by Helen L. Coops. *Research Quarterly* of the American Physical Education Association, Vol. III, No. 3: October, 1932, pp. 79-110.
2. State of Ohio, Department of Education. *Girls' Athletics*. Booklet prepared in conjunction with the State Committee of the Women's Division of the National Amateur Athletic Federation, 1930.
3. "Standards on Health and Physical Education in Secondary Schools." State of Ohio, Department of Education, Columbus, 1929.
4. Ohio High School Athletic Association, Constitution and Rules (1931-1932). P. 26.
5. This conclusion was corroborated by a personal statement in a letter written to the investigator by the Commissioner of the Ohio High School Athletic Association, Mr. Horace R. Townsend.
6. Oberteuffer, D. "Girls' County Basketball Tournaments." *Bulletin of the Ohio High School Athletic Association*, Vol. VII, No. 61 (February 15, 1931), p. 3.

In December, 1931, the same association distributed another questionnaire asking the opinions of its members concerning the establishment of a Women's Advisory Committee to the State Board of Control. An affirmative response was indicated, and at the present time plans are proceeding to nominate and elect this committee from among the women high school teachers of the state. It is assumed that the approving and the distribution of the standards in girls' athletics resulting from this study will be one of the first concerns of this committee.

In 1931 Ohio State University accepted a master's thesis entitled "A Study of Intramural Physical Education Programs in Ohio Four-Year Senior High Schools Enrolling from 125 to 500 pupils, with Suggestions for an Effective Program Based on the Findings."¹ This extensive study gives an excellent picture of the present status of intramural athletic activities in medium-sized schools. The report includes many concrete suggestions for an effective program of intramural activities, both for boys and for girls.

EVENTS LEADING UP TO THE STUDY

An accounting of events in Ohio leading up to this study indicates widespread interest in the subject and increasing general need for the establishing of standards. They are presented here briefly and chronologically.

On November 21, 1925, a general conference² was called at the University of Cincinnati to consider the outstanding problems of girls' athletics in the state. A representative group of about two hundred delegates from high schools, colleges, and recreation departments gathered together. The conference was marked by free discussion and also the passing of definite recommendations and policies. The consensus of opinion as indicated in the unanimous passing of recommendations denoted the belief that a well-organized system of athletics for all girls is a good thing from the standpoint of health and physical education. The definite suggestion that a state high school athletic association for girls be formed as soon as possible was well received and a publicity committee was appointed to formulate plans of procedure and immediate action. Detailed reports of the conference were sent to all colleges in Ohio and to a large number of high schools. Articles concerning it were published by a number of professional as well as general educational magazines. The committee decided further to survey conditions throughout the states, and to work for reform through coöperative effort slowly and not by arbitrary setting of policies.

Interest in the movement spread and as a result the chairman of this conference was requested to present a paper on girls' athletics at the Ohio Educational Conference on April 8, 1926.³ The suggestion

1. Welch, J. M. "A Study of Intramural Physical Education Program in Ohio Four-Year Senior High Schools Enrolling from 125 to 500 Pupils." Unpublished Master's Thesis presented to Ohio State University, 1931.
2. Coops, Helen L. "Outstanding Problems of Girls' Athletics." *American Physical Education Review*, No. 217 (May, 1926), pp. 846-848.
3. Coops, Helen L. "Sports for Women." *American Physical Education Review*, No. 221 (November, 1926), pp. 1086-1089.

was made and well received that a group or committee be formed which should be recognized by state officials and state educational forces. It was proposed that the duties of this group were to investigate conditions throughout the state and to find out what other states were doing, to coöperate with any other existing organizations in the matter, and to proceed with the actual organization of a state committee to be concerned with the promotion and supervision of girls' athletics in the state.

Throughout the next year these suggestions were discussed at various sectional conferences and the whole plan was brought to the attention of the Women's Division of the National Amateur Athletic Federation. In October, 1928, this national organization appointed Miss Grace B. Daviess of the University of Cincinnati as its state chairman in Ohio and authorized her to select an executive committee of representative persons throughout the state. This state committee became important almost immediately because it was a federation of outstanding institutions, clubs, associations, and individuals significantly concerned with the control and welfare of girls' athletics in Ohio. In taking the leadership in this field the committee accepted the findings and recommendations of previous groups and proceeded with definite action.

In April, 1929, an executive meeting of this Ohio Committee was held in Columbus. The Sub-Committee on Education, consisting of Mr. H. R. Townsend, State Commissioner of the Ohio High School Athletic Association, and Dr. C. L. Brownell, then Supervisor of Health and Physical Education for the State of Ohio, gave a tentative report. The chief function of the Sub-Committee was to suggest ways and means of acquainting the general public of Ohio with the program as finally determined by the State Committee. The report consisted of an outline of present points of view concerning girls' athletics and definite suggestions for an educational program. The following two points were made:

- (1) It is suggested that we conduct a questionnaire study based upon the platform of the Women's Division of the National Amateur Athletic Federation from all high schools in Ohio in order that we may know exactly where we are. This study should be conducted by persons thoroughly familiar with educational research.
- (2) It is suggested that a committee be appointed to prepare a state point system for awarding school or state letters for proficiency in athletics.

These suggestions were accepted and voted upon by the executive committee. The present investigator was named chairman of a committee to proceed with the two propositions as stated above and was given authority to select other members of her committee.

The first step of the chairman was to appoint a committee from different sections of the country to collect current point systems for

the operation of girls' athletics in high schools.¹ These point systems were studied from the standpoint of objectives and content. The conclusion was reached that a point system is most effective when it is a local development for a specific situation and when it is a result of a consideration of present interests and needs, both of students and of faculty.

The chairman then proceeded with a study of existing state point systems for girls' athletics in high schools.² On the basis of these two studies the following recommendations were made to the state executive committee:

- (1) A point system for Ohio does not seem best at the present time. A study of current practice indicates that point systems are most successful either as local projects or as part of state systems where there are established standards and opportunities for detailed supervision. This is not the case in Ohio at present.
- (2) It is suggested that a research study be conducted for the purpose of setting state standards for girls. Such standards would then be based upon a survey of present conditions and backed by expert opinion. Standards thus derived might well serve as a basis for point system construction where desired.

These recommendations were accepted by the state executive committee on July 2, 1930. Accordingly, the present investigator was appointed chairman of the Ohio State Committee on Standards in High School Girls' Athletics and the present study authorized and undertaken.

SIGNIFICANCE OF THE STUDY

The preceding survey of available literature gives considerable backing to the material of the study and indicates its timeliness. The accounting of events in Ohio which led up to the project denotes that it is highly propitious from the standpoint of existing needs. The study was undertaken in response to urgent requests from leading state organizations and was authorized by them.

From the standpoint of methodology the set-up of the study presents a technique for establishing standards which is in accordance with accepted modern educational theory. This technique consists of a study of the current practice and preference of pupils in the light of social analysis and expert opinion. Standards established in this manner and definitely related to the situation at hand seem to be more valid than those based upon the usual method of empirical judgment.

1. "Study of Intramural Point Systems for Girls' Athletics in One Hundred and Ten High Schools." National Amateur Athletic Federation (Women's Division). Report of the Committee on Point Systems, edited by Helen L. Coops. New York, 1930.
2. Coops, Helen L. "A Study of Intramural Point Systems on a State Basis for Girls' Athletics in High Schools in Five States." National Amateur Athletic Federation (Women's Division). New York, 1930.

From the standpoint of educational theory this study contains information which may aid in determining the status of athletic activity in the school curriculum. At the present time various integrals of the curriculum are being reëxamined as to their value and purpose. The present study includes a thorough scrutiny of the underlying purpose and policies of girls' athletics in high schools. It is offered as a contributing step in the general investigation by presenting a picture of current practice and a detailed expression of expert opinion concerning its purpose and policies.

From the standpoint of further study it is hoped that this investigation will serve in the capacity of breaking ground for more extensive work in the field indicated. Because of the scope of the subject all details could not be covered in one study. The general underlying standards, supplemented by a number of guiding policies, stand as a foundation for the effective organization and administration of girls' athletics in Ohio high schools. The details of their application to special types and sizes of schools must be left to subsequent investigation.

METHOD OF PROCEDURE

It is the purpose of this study to ascertain and analyze certain significant facts concerning girls' athletics in Ohio high schools in order to establish state standards. An extensive survey of current practice and opportunity provided in Ohio was made through questionnaires sent to high school officials and high school girls. The data obtained from this survey, together with other information obtained from a study of literature, were submitted for judgment to a selected group of professional experts in physical education, health education, parent education, and general education. All available facts were weighed and evaluated by the investigator in drawing up proposed rules of conduct. The rules thus arrived at were then sent back to the experts for approval. The final standards represent the best thought of the investigator, guided by careful study of the evidence at hand and backed by the combined opinion of experts.

This method of procedure first takes into account the importance of knowledge concerning present pupil participation. The girls' questionnaire was designed to find out the type and relative amount of athletic participation during required physical education classes and in the after-school period arranged by the school. The present athletic skills of girls are obviously related to the factors of type of program offered, availability of equipment, and leadership. As Williams and Hughes aptly say,* "The role of athletics and sport is precisely a matter of skill and availability." This matter of skill and availability was studied through questionnaire returns in terms of pupil participation, type of program, equipment, and leadership.

The questionnaire was further designed to find out which activities girls seem to prefer. It is assumed that a statement of preference is indicative of present needs and interests. "Many a teacher's time

* Williams, J. F. and Hughes, W. L. *Athletics in Education*. Philadelphia: W. B. Saunders and Co., p. 34.

and patience spent trying to make the boy or girl learn could well be spent trying to find out what the boy or girl has a will to learn."¹ Since preference is undoubtedly influenced by recent participation, the girls were asked which activities they enjoyed most during the year. Then they were asked which activities they thought they would enjoy most if opportunity offered. Thorndike's theory that "Interests are shown to be symptomatic, to a very great extent, of future and present capacity or ability"² seems generally true. Although real preference may not be obtained in a large number of dissimilar situations, it was the purpose of this questionnaire to gather significant information concerning the felt needs and interests of high school girls.

The questionnaire sent to high school officials was designed merely to augment the girls' questionnaire in obtaining additional information concerning current practice and provision of facilities.

The questionnaire sent to a selected and representative group of Ohio experts took into account the importance of social analysis in standard-making and represented the appeal to authority. The process may well be compared to that of curriculum-making according to the stated principles: "In establishing the relative importance of proposed materials of instruction (that is, in selecting and validating the materials) the curriculum-maker is compelled to decide what use he shall make of the present needs, interests and abilities of children on one hand, and also the result accruing from the scientific study of society on the other."³ In this study, there was submitted to experts, an extensive questionnaire covering fundamental problems in girls' athletics. Relevant material obtained from the preliminary surveys and a study of literature was included although its use was entirely optional in the answers of experts. They were asked to give their personal opinions in each detail and this judgment was made in the light of existing conditions. Data obtained from this questionnaire figure prominently in the conclusions made by the investigator. Details of the technique of the investigation are described in Chapter II of this study and all findings are recorded in subsequent chapters (Chapters III to VI).

DEFINITION OF TERMS

Some of the terms which appear frequently and with special meaning in this study should perhaps be defined by the investigator. **Standards** are those rules or models determined and agreed upon by recognized authority and definitely constructed to guide the situation at hand. This definition has been developed in relation to the material of this study on pages one and two. **Principles**, according to Webster, are fundamental or general truths which are regarded as laws of conduct. Principles of girls' athletics referred to in this study are those beliefs expressive of educational ideals which seem to guide

1. Dorsey, George A. *Why We Behave Like Human Beings*. New York: Harper Bros., 1925. P. 460.
2. Thorndike, E. L. "The Permanence of Interests and Their Relation to Abilities." *Popular Science Monthly*, No. 81 (November, 1921), p. 456.
3. *Foundations of Curriculum-Making*. Twenty-Fifth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Co., 1926. P. 13.

general conduct and which are commonly found in the literature of the field. **Policies**, according to Webster, are those procedures based primarily on temporal or material interests. Policies of girls' athletics referred to in this study are those local schemes of administration and conduct adopted according to the needs of the situation and the beliefs of school authorities.

In the present study the term **athletic activities** denotes those physical play activities which may be variously characterized as team games, individual and dual sports. A **team game** is an activity in which a number of persons are playing together on one side against another group of persons similarly banded together. Team games are of two general types according to the degree of skill required of the players. Baseball is an example of a game of high degree of skill and dodgeball an example of a game of low degree of skill. An **individual sport** is a physical play activity which can be carried on by one person, with or without a competitor. Swimming is an example of this type of activity. A **dual sport** is a physical play activity limited to competition between two or four persons, such as tennis.

Various terms are used in connection with the school organization of athletic activities. The **physical education program** denotes that organized phase of the school curriculum which is concerned with the development of recreational skills and physical well-being. Williams¹ proposes that physical education consists of those activities which contribute to education through the development of organic systems, neuro-muscular skills, proper attitudes toward play, social and moral standards of conduct. In the modern sense of the term, physical education has extended its field to deal with physical, social, mental, and moral health. Athletic activities as defined in this study form a large part of the program content. The **health education program** is that phase of the school curriculum concerned with the "supervision and teaching of the individual in a variety of ways and in relation to health."² This program includes supervision of the conditions of the school environment and the general pupil activities as well as the formal instructional units of hygiene and related courses. Physical education, along with psychology, biology, civics, and many other courses, contributes to the school health education program. The **physical education class** is that period of time required by law for the teaching of physical education material in the school. The **athletic program** comprises all those athletic activities arranged for by the school, whether in school hours or outside the regular curriculum.

Extra-curricular athletics are those activities arranged for by the school outside of regular school hours for which scholastic credit may be given or not, according to the school program. **Intra-mural athletics** comprise those athletic activities in which all the contestants are from the same school. Thus a Freshman-versus-Sophomore game would be called an intramural contest. In contrast **interscholastic athletics** are those branches of sports and games in which a selected

1. Williams, J. F. *Principles of Physical Education*. Philadelphia: W. B. Saunders Co., 1928. P. xvi.

2. Williams, *Ibid.* P. x.

group of pupils from one school meet in contest with a selected group from another school. A **play day** is the coming together of two or more schools for athletic activity in which competition, not inter-scholastic in type, is based on some arbitrarily chosen division. A play day implies the mixing of contestants from different schools for game purposes.

Throughout the study the term **high school** refers only to the four-year high school, including the 9th, 10th, 11th, and 12th years. All references are made to **girls' activities** and **girls' programs** unless otherwise designated.

SUMMARY

1. The main problems of this study are the determination of:
 - a. The function of standards in general.
 - b. The function of the state in establishing standards.
 - c. A reliable method of establishing standards.
 - d. What standards can be established for girls' athletics in Ohio high schools.
2. A critical evaluation of available related literature gives considerable backing to the material of this study and indicates its timeliness.
3. An accounting of events in Ohio which led up to the undertaking of the study denotes that it is highly propitious from the standpoint of existing needs.
4. The significance of the study is indicated in the following ways:
 - a. It provides needed standards for girls' athletics in Ohio high schools.
 - b. It presents a technique for establishing standards in the general field of athletics.
 - c. It contains significant information which may aid in determining the status of athletic activity in the school curriculum.
 - d. It is a pioneer work and serves in the capacity of breaking ground for more extensive work in the field indicated.
5. The purpose of this study is to ascertain and analyze certain significant facts concerning athletics in Ohio high schools in order to establish state standards for girls.
6. The method of procedure consists of:
 - a. Extensive surveys of current practice and opportunity provided in Ohio through questionnaires sent to high school officials and high school girls.
 - b. Questionnaire containing data of the survey sent to a selected group of experts for their opinions as to the conduct of girls' athletics.
 - c. Evaluation of all available facts by the investigator in drawing up proposed rules of conduct.
7. In order to clarify the material of the study some of the terms which appear frequently and with special meaning are defined.

TECHNIQUE OF INVESTIGATION

CHAPTER II

The technique of investigation used in this study is the questionnaire survey. It was adopted after careful consideration because it seemed the most adequate way of obtaining information not otherwise available. An important justification of the use of this technique is indicated by the fact that a great variety of information had to be gathered from a large number of persons. Moreover it was necessary to gather this information in a short space of time because conditions are continually changing. Therefore the questionnaire technique seemed to be the only practical tool of research for the purposes of this study.

The questionnaire forms were made as objective as possible. Their distribution and tabulation were directed with the utmost scientific accuracy. The separate problems involved in the use of this method include: (1) Authorization and acquisition of adequate sponsorship; (2) Preparation and distribution of questionnaire forms; (3) Number and distribution of returns; (4) Evaluation of results. A description of each point follows.

(1) **Authorization and acquisition of adequate sponsorship.** On July 2, 1930, this study was formally authorized by the Ohio State Women's Division of the National Amateur Athletic Federation and the following members of the executive committee in charge of the project appointed:

- Helen L. Coops, Chairman
Acting Head, Department of Physical Education of the
University of Cincinnati
- Grace B. Daviess
Ohio State Chairman, National Amateur Athletic Federation (Women's Division)
- Delbert Oberteuffer
Supervisor of Health and Physical Education, State of
Ohio Department of Education
- Horace B. Townsend
Commissioner, Ohio High School Athletic Association.

Plans were also approved for the appointing of advisory members of this committee by the chairman. The personnel of this group was planned to include representative and professionally important men and women throughout the state. A proposed list, arbitrarily selected by the chairman, includes the following members:

1. Representatives of outstanding state organizations:
 - Director, Ohio State Department of Health
 - President, Ohio Congress of Parents and Teachers
 - Secretary, Ohio Educational Association
 - Executive Secretary, Ohio Public Health Association
2. Four county superintendents of schools:
 - Tuscarawas, Butler, Lake and Darke counties.

3. Two supervisors of physical education for high school girls in large cities: Cleveland and Toledo.
4. Representatives from the physical education departments of five leading teacher-training colleges:
 Ohio State University
 Oberlin College
 Ohio University
 Ohio Wesleyan University
 University of Cincinnati
5. Technical adviser, an outstanding research expert:
 Dr. Carter V. Good of the University of Cincinnati.

In January, 1932, eleven other persons were added to this advisory committee in order to form a total group of thirty experts who would judge and express opinion concerning the standards. These eleven additional members, arbitrarily selected by the chairman, were all prominent in the fields of physical education, health education, parent education, and general education in Ohio. They were all personally interested in the problems of girls' athletics. An indication of the personnel of the group follows:

1. President, Ohio State Society of the American Physical Education Association.
2. Director of Health, Ohio State Congress of Parents and Teachers.
3. Director of Health and Physical Education for Women, Ohio Northern University.
4. Assistant Secretary, Cincinnati Public Health Federation.
5. Professor of Physical Education, Oberlin College.
6. Assistant Principal of a large city high school (Cincinnati Withrow).
7. Two Deans of Girls and Directors of Physical Education in city high schools (Columbus Grandview Heights and Elyria).
8. Three experienced and progressive instructors of physical education in high schools: Lockland, Lakewood and Dayton.

Appendix A of this study (pages 73-74) contains a complete list of the names and professional rankings of the members of these committees. All persons approached signified an interest in the project and a willingness to serve. It would seem that an important group had been secured to sponsor the project.

(2) **Preparation and distribution of questionnaire forms.** In all matters of questionnaire construction the standards of mechanical form outlined by the Research Division of the National Education

Association¹ were carefully followed. The questionnaires were set up in tentative form and sent to members of the committee for criticism. They were given to a group of fifteen professional students and five staff members of the University of Cincinnati to test the clarity of expression. On the basis of suggestions received the questionnaire forms were revised and mimeographed in final form. (Appendix B: Pages 75-91). Recipients for the questionnaires were discreetly approached through initial correspondence and follow-up letters sent when necessary. All criteria of good questionnaire preparation and distribution were observed with utmost attention.

(3) **Number and distribution of returns.** Statistics of the number and distribution of questionnaire returns are significant in relation to the selection of questionnaire recipients. Since the situation was different for each questionnaire a description of each case follows.

RESEARCH FORM A

Research Form A was designed to be sent to a representative number of Ohio high school girls. A study of the Ohio Educational Directory for 1930-1931² revealed the fact that there were 1,430 high schools in the state. Three hundred and ninety-six of these schools were either junior high schools, private or parochial high schools, or public high schools of second or third grade rank.³ It was assumed by the investigator that schools of these types presented separate problems to be dealt with in other studies. Therefore it was decided to confine this study to first grade, four or six year, public high schools including only the 9th, 10th, 11th, and 12th years. This classification means that the study is concerned with 1,034, or 72.3 per cent of all Ohio high schools.

In order to obtain more homogeneous grouping the different types of schools were considered. Table I indicates the distribution and returns of Research Form A.

TABLE I
Distribution of Returns from High Schools Classified
According to Type of School
(Research Form A)

Type of School	Total Number in Ohio	Total Number Engaged in Survey
City District High Schools.....	103	21 (20.4%)
Exempted Village and County District High Schools	931	92 (9.9%)
Total	1034	113 (10.9%)

1. National Education Bulletin (Research Division), "The Questionnaire." Research Bulletin of the National Education Association. Vol. VIII, No. 1 (January, 1930). Pp. 14-24.
2. State of Ohio, Educational Directory School Year 1930-1931. Prepared by T. Howard Winters, Columbus, Ohio: F. J. Heer Printing Co., 1931.
3. Op. cit., p. 33. This classification was made by the Ohio Director of Education.

The factor of selection was handled differently in the different types of schools. City district high schools were chosen on the basis of the total population of Ohio cities. Five of the six largest cities in Ohio were selected for the survey, and the number of schools taken in proportion to the city population. Columbus, the one large city not included, has only junior or senior high schools and for this reason it could not be represented. The five selected cities were geographically situated in different sections of the state. Table II indicates the distribution and returns of Research Form A in city district schools.

TABLE II
Distribution of Returns from City District High Schools
(Research Form A)

Population of Cities (1930 Census)	Number of Schools Selected for Survey	Number of Returns
Cleveland, (900,429)	6	5
Cincinnati, (451,160)	5	5
Toledo, (290,718)	4	4
Akron, (255,040)	4	4
Dayton, (200,982)	3	3
Totals	22	21

In the alphabetical list of 931 exempted village and county district high schools every eighth name was selected for the survey. Invitations were mailed to these 115 schools in May, 1931, but due to an unexpected delay in the mimeographing of the research forms, a large number of these schools had already closed for the summer. However, eight of these schools signified willingness to distribute the research forms and ten others agreed to coöperate in the fall. In September a new list was made out in the same manner, commencing with the second name on the list and selecting every eighth name. A total of 92, or 9.9 per cent of all schools of this type actually took part in the survey.

The final list of schools which agreed to coöperate was examined to find out whether there was a representative number of different sized schools. Table III indicates the high schools which answered Research Form A, classified according to the number of pupils enrolled. The relative per cent of returns compares very favorably with the relative distribution of schools in the state, with the exception of the large city schools. For this reason the city district schools are treated separately and a different method of the selection of girls within the school used.

TABLE III
Distribution of Returns from High Schools Classified
According to Total Enrollment of School*
(Research Form A)

Classification of High Schools According to Number of Pupils Enrolled	Distribution of Ohio High Schools According to Enrollment		Distribution of High Schools Returning Research Form A	
	Total No.	Per Cent	Total No.	Per Cent
Under 100	581	53.7	47	41.6
101 to 200	219	20.2	26	23.0
201 to 500	132	12.1	17	15.1
501 to 1,000	84	7.7	4	3.5
Over 1,000	68	6.3	19	16.8
Totals	1084	100.0	113	100.0

* Figures for distribution of Ohio High Schools taken from most recent government survey, Biennial Survey of Education, 1926-1928. United States Department of Interior, Office of Instruction, Washington. P. 977.

Because of the varying and often large enrollment of girls in city district schools, it was decided to select 200 girls in each city district school: 50 in each of the four grades (9th, 10th, 11th, and 12th years). The matter of random selection in the separate schools was left to the school principal but special directions were given concerning this factor in each case. In each city the consent of the superintendent of schools was first obtained. In all but Cincinnati the routine work of distribution and collection of research forms was carried on by members of the city staff of physical education. In Cincinnati the work was under the personal supervision of the investigator of this study.

In exempted village and county district schools the enrollment of girls in each school was smaller and the total number of schools much greater. Accordingly the number of schools selected for the survey was larger and every girl in the school was asked to fill out the research form. In these schools the distribution and collection of research forms was under the direct supervision of the principal or superintendent of schools.

As a final check upon the distribution of returns a study was made of the relative number of girls who answered Research Form A, classified according to school year. The figures in Table IV indicate that a fairly approximate relationship exists.

TABLE IV
Distribution of Returns from High School Girls
Classified According to School Year*
(Research Form A)

Year of Enrollment in High School	Distribution of Ohio High School Pupils		Distribution of Research Forms Returned	
	Total No.	Per Cent	Total No.	Per Cent
First (9th year).....	1,212,894	36.3	2273	31.8
Second (10th year).....	906,179	27.2	2188	30.6
Third (11th year).....	670,089	20.1	1872	26.1
Fourth (12th year).....	546,528	16.4	826	11.5
Totals	3,335,790	100.0	7159	100.0

* Figures for classification of Ohio high school pupils taken from most recent government survey. Biennial Survey of Education, 1926-1928. United States Department of Interior Office of Instruction, Washington. P. 976.

The latest available figures from the government¹ indicate that there were approximately 58,786 girls in Ohio four-year public high schools in 1928. In this survey 7,159, or 12.2 per cent, of that number answered Research Form A. Examination of the generally increasing enrollment in Ohio high schools during the years 1928-1930² indicates that probably 10 per cent of the entire number of girls in Ohio four-year public high schools actually answered the research form.

Research Form B

Research Form B was designed to be answered by a representative number of Ohio high school principals. It was sent to the membership list of the Ohio High School Athletic Association, which was available through the courtesy of its commissioner, Mr. H. R. Townsend. This association is particularly strong in Ohio and includes practically all of the first grade high schools in the state. One thousand and sixty-five copies of Research Form B were distributed and 659, or 61.9 per cent, were returned. It may be assumed that this number is quite representative of Ohio schools.

Research Form C

There was a total response from all recipients of Research Form C. All persons requested to answer the form accepted and filled it out in as much detail as their professional knowledge would permit.

(4) **Evaluation of results.** After tabulation of the three research forms all available facts were carefully studied by the investigator

1. Biennial Survey of Education, 1926-1928. United States Department of Interior, Office of Instruction, Washington, 1930. P. 976.
2. State of Ohio, Educational Directory School Year 1930-1931. Prepared by T. Howard Winters, Columbus, Ohio: F. J. Heer Printing Co., 1931. P. 33.

from the standpoint of material evidence. The best judgment of the investigator was used in drawing up the proposed standards and the supplementary guiding policies (pages 60-65). As a final check the proposed statements were submitted to the committee of experts for an expression of opinion. All members of the committee signified absolute approval. It may then be concluded that the standards consist of those rules of conduct which were established by the combined opinion of authority in the light of existing conditions, and are designed to guide girls' athletics in Ohio high schools.

Summary

1. The technique used in this study is the questionnaire survey which seemed to be the most adequate method of dealing with the problem.
2. An important group of professional people from Ohio coöperated to form a group to sponsor the giving of the questionnaire survey.
3. The preparation and distribution of the questionnaire forms was directed by the investigator with the utmost care and accuracy.
4. Analysis of the number and distribution of questionnaire returns seems to strengthen the apparent reliability of the data collected. The number and distribution of returns may be judged representative by study and comparison of the following figures:
 - a. One thousand and thirty-four (72.3 per cent) of Ohio high schools are first grade, four or six year, public schools. The survey is confined to schools of this general type.
 - b. High school girls in 113 (10.9 per cent) schools answered the questions in Research Form A: 21 (20.4 per cent) of the total of these schools were in city districts, and 92 (9.9 per cent) of the total were in exempted village and county districts. Schools in city districts were selected on the basis of total population of the large cities in Ohio, and schools in exempted village and county districts were selected by taking every eighth name in an alphabetical list.
 - c. The distribution of returns from high schools classified according to enrollment compared very favorably with the distribution of high schools in the state, with the exception of the large high schools. For this reason only 200 girls in each city district high school were asked to fill out Research Form A. All girls in exempted village and county district high schools were given the research form.
 - d. Seven thousand, one hundred and fifty-nine girls actually answered Research Form A. This number includes approximately 10 per cent of the girls of the state. The distribution of returns from girls classified according to

school year of enrollment compares very favorably with the distribution of Ohio high school pupils by years.

- e. Research Form B was sent to the principals of all schools belonging to the Ohio High School Athletic Association. This list includes 1,065 schools, practically all of which are first grade public schools. Six hundred and fifty-nine (61.9 per cent) of these forms were filled out and returned.
- f. All members of the executive committee filled out Research Form C in as much detail as their professional knowledge would permit.

5. Evaluation of results consisted of a careful study of all available facts from the standpoint of their significant relation to the subject at hand and their educational implications. On the basis of this study the finally proposed standards were drawn up. As a final check these standards were sent back to the committee and received unanimous approval.

SELECTION OF GIRLS' ATHLETIC ACTIVITIES FOR THE HIGH SCHOOL PROGRAM

CHAPTER III

In establishing standards concerned with the selection of girls' athletic activities for the high school program, it is proposed that the activities selected by experts in the light of present pupil participation and preference be taken as a guide. This underlying principle has been described at some length in Chapter I (pages 1-3). It is the purpose of this chapter to present data from the questionnaires sent to high school girls, officials, and experts, which contribute to the construction of such standards and which lead to the establishing of a list of athletic activities recommended for high school girls. The following factors are considered in order:

- I. Present participation of high school girls in athletic activities:
 1. During required physical education classes.
 2. In program arranged by the school for after-school hours.
- II. Stated preference of high school girls in athletic activities according to the following items:
 1. Activities enjoyed most during the year 1930-1931.
 2. Activities which girls think they would enjoy most if the opportunity offered.
- III. Recommendations of experts concerning the relative value of separate athletic activities for high school girls.

Present participation of high school girls in athletic activities during required physical education classes. Thirty-one athletic activities were listed in Research Form A and the girls were requested to check those activities in which they had participated "during regular physical education classes this year" (Appendix: Page 75). Table V indicates the statement of the 7,159 girls who answered the research form. Baseball seems to be the most popular activity, checked by 77 per cent of the girls. Basketball (66 per cent) and volleyball (64 per cent) follow close behind. These three activities are followed by a group of 8 games of low organization and individual track and field events, which average 40 per cent participation (dodge ball, basketball throw, foul shooting, running races, baseball throw, kick ball, high jump and broad jump). Other activities are not checked by more than 26 per cent of the girls.

Extent of participation and types of activities stressed differ in the two types of schools. The percentage of participation for all activities is much higher in the city district schools, with the single exception of basketball. The program in exempted village and county

district schools is much less extensive in range: only 4 activities were checked by more than 33 per cent of the girls (baseball 70 per cent, basketball 69 per cent, volleyball 57 per cent and dodge ball 45 per cent).

Present participation of high school girls in athletic activities arranged by the school for after-school hours. In Research Form A the girls were asked to check those after-school activities "in which they had participated at least 5 times during the year." (Appendix: Page 75). It is thus arbitrarily assumed by the investigator that engaging in an activity at least 5 times during the year constitutes what may be fairly termed "participation."* Table VI indicates the response of the girls. In rank order of participation the first 3 activities are those which are most popular in physical education classes, although the percentage of girls playing after school hours is much lower (basketball 32 per cent, baseball 24 per cent and volleyball 14 per cent). Swimming (9 per cent) comes next on the list and other activities ranging down from 8 per cent are not significantly mentioned.

The extent of participation and the choice of activities is not as noticeably different in the two types of schools as it was in the required physical education classes. Swimming and tennis stand out in the city schools while basketball and foul shooting seem to be much more popular in the other type of school.

Athletic activities which girls enjoyed most in present school programs. In Research Form A the girls were asked to check the activity which they had "enjoyed most during the year." (Appendix: Page 75). Data in answer to this question are significant in denoting pupil interest, but actual preference is impossible to obtain because of the varying programs and the different lists of activities from which to choose in different schools. Table VII indicates the response of the girls. Basketball is most popular, checked by 39 per cent of the girls. Following in order are baseball (27 per cent), volleyball (11 per cent), swimming (11 per cent), and tennis (8 per cent). Other activities are not mentioned by more than 3 per cent of the girls.

With the following 4 exceptions there is very little difference in the response from girls in different types of schools. Basketball (55 per cent) was checked by twice the number of girls in exempted village and county district schools. On the other hand swimming, tennis, and baseball were more popular among city district school girls.

Athletic activities which girls think they would enjoy most if the opportunity were offered. In Research Form A the girls were asked to check the activity which they "think they would enjoy most whether they had ever tried it or not." (Appendix: Page 75). Table VIII indicates the response of the girls. The first 4 activities significantly chosen are: tennis (26 per cent), swimming (22 per cent), horseback riding (17 per cent), and golf (11 per cent). Following these 4 are basketball (9 per cent), archery (5 per cent), and hiking (5 per cent). No other activities are mentioned significantly (by more than 4 per cent).

* This method of obtaining figures of participation was used by the Committee on Girls' Athletics of the White House Conference on Child Health and Protection. The Committee considered the method satisfactory as it was used to denote participation in athletic activity

TABLE V

**Statement of High School Girls Regarding Participation in Athletic
Activities During Required Physical Education Classes**

(Research Form A)

List of Athletic Activities	Number of Girls Checking Each Activity					
	City Districts		Exempted Villages and County Districts		Totals	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Archery	185	5	9	0	194	3
Baseball Throw	2087	53	895	28	2982	41
Basketball Throw	2027	52	1065	33	3092	43
Broad Jump	1530	39	495	15	2025	28
Foul Shooting	1903	49	1083	33	2986	42
Golf	178	5	19	0	197	3
High Jump	1669	43	558	17	2227	31
Hiking	514	13	652	20	1166	16
Horseback Riding	20	1	46	1	66	1
Horseshoe Pitching	156	4	101	3	257	4
Hurdling Races	235	6	141	4	376	5
Rifle Shooting	5	0	4	0	9	0
Running Races	2119	54	888	27	3007	42
Swimming	1060	27	25	1	1085	15
Tennis	466	12	189	6	655	9
Baseball	3255	83	2276	70	5531	77
Basketball	2462	63	2235	69	4697	66
Field Hockey	301	8	22	1	323	4
Soccer	1332	34	533	16	1864	26
Speedball	292	7	165	5	457	6
Volleyball	2733	70	1841	57	4574	64
Captain Ball	592	15	217	7	809	11
Center Ball	797	20	235	7	1032	14
Dodge Ball	2077	53	1450	45	3527	49
End Ball	544	14	284	9	828	12
German Batball	480	12	166	5	646	9
Keep Away	677	17	717	22	1394	19
Kick Ball	1625	42	684	21	2309	33
Liberty Ball	221	6	46	1	267	4
Newcomb	246	6	160	5	406	5
Punch Ball	209	5	37	1	246	3

TABLE VI

**Statement of High School Girls Regarding Participation in Athletic
Activities Arranged by the School for Afterschool Hours**

(Research Form A)

List of Athletic Activities	Number of Girls Checking Each Activity					
	City Districts		Exempted Villages and County Districts		Totals	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Archery	57	1	10	0	67	1
Baseball Throw	161	5	299	9	460	6
Basketball Throw	136	3	203	6	339	5
Broad Jump	97	2	99	3	196	3
Foul Shooting	156	4	384	12	540	8
Golf	100	3	49	2	149	2
High Jump	83	2	125	4	208	3
Hiking	240	6	244	8	484	6
Horseback Riding	115	3	100	3	215	3
Horseshoe Pitching	54	1	101	3	155	2
Hurdling Races	17	0	31	1	48	1
Rifle Shooting	23	1	33	1	54	1
Running Races	144	4	271	8	415	6
Swimming	527	13	141	4	668	9
Tennis	415	11	188	6	603	7
Baseball	970	25	745	23	1715	24
Basketball	1034	26	1242	39	2295	32
Field Hockey	129	3	37	1	166	2
Soccer	109	3	77	2	186	3
Speedball	76	2	12	0	88	1
Volleyball	665	17	372	11	1037	14
Captain Ball	56	1	10	0	66	1
Center Ball	127	3	4	0	131	2
Dodge Ball	63	1	38	1	102	1
End Ball	14	0	7	0	21	0
German Batball	13	0	4	0	17	0
Keep Away	27	0	100	3	127	2
Kick Ball	92	3	32	1	124	2
Liberty Ball	7	0	1	0	8	0
Newcomb	8	0	3	0	11	0
Punchball	50	1	5	0	55	1

The stated choice of girls in different types of schools is very similar. Their choice is most obvious and with the possible exception of basketball the activities are all individual and dual sports. It is interesting to note that the activities which girls think they would enjoy most are not at all those in which they participate during their required physical education classes or in the after-school program arranged by the school. This indication tends to confirm the point made in a recent White House Conference survey that "current practice in the high school athletic program for girls has very little relation to what girls really prefer to do."*

TABLE VII

Statement of High School Girls Regarding Athletic Activities
Enjoyed Most During the Year 1930-1931
(Research Form A)

List of Athletic Activities	Number of Girls Checking Each Activity					
	City Districts		Exempted Villages and County Districts		Totals	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Archery	53	1	14	1	67	1
Baseball Throw	60	2	36	1	96	1
Basketball Throw	37	1	35	1	72	1
Broad Jump	43	1	18	1	61	1
Foul Shooting	38	1	107	3	145	2
Golf	59	2	34	1	93	1
High Jump	99	2	29	1	128	2
Hiking	100	3	103	3	203	3
Horseback Riding	47	1	64	2	111	1
Horseshoe Pitching	32	1	27	1	59	1
Hurdling Races	5	0	14	0	19	0
Rifle Shooting	11	0	12	0	23	0
Running Races	141	4	73	2	214	3
Swimming	680	17	115	4	795	11
Tennis	294	8	141	4	435	6
Baseball	1252	32	666	21	1918	27
Basketball	996	26	1798	55	2794	39
Field Hockey	34	1	11	0	45	1
Soccer	94	2	41	1	135	2
Speedball	26	1	11	0	37	1
Volleyball	451	12	368	11	819	11
Captain Ball	26	1	16	1	42	1
Center Ball	123	3	4	0	127	2
Dodge Ball	31	3	102	2	233	3
End Ball	18	0	15	0	36	1
German Batball	31	1	5	0	36	1
Keep Away	21	1	63	2	84	1
Kick Ball	149	4	58	2	207	3
Liberty Ball	16	0	6	0	22	0
Newcomb	27	1	6	0	33	0
Punchball	3	0	3	0	6	0

* "Report of the Sub-Committee on Girls' Athletics in Secondary Schools." White House Conference on Child Health and Protection, Committee on Recreation and Physical Education in Secondary Schools. To be published in 1933 by the Century Co., New York.

TABLE VIII

Statement of High School Girls Regarding Athletic Activities
Which They Think They Would Enjoy Most If Opportunity Offered
(Research Form A)

List of Athletic Activities	Number of Girls Checking Each Activity					
	City Districts		Exempted Villages and County Districts		Totals	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Archery	215	5	147	5	362	5
Baseball Throw	10	0	27	1	37	0
Basketball Throw	12	0	19	1	31	0
Broad Jump	20	0	23	1	43	1
Foul Shooting	8	0	32	1	40	1
Golf	540	14	244	8	784	11
High Jump	52	1	40	1	92	1
Hiking	194	5	132	4	326	5
Horseback Riding	798	20	399	12	1197	17
Horseshoe Pitching	121	3	165	5	286	4
Hurdling Races	38	1	24	1	62	1
Rifle Shooting	162	4	152	5	314	4
Running Races	43	1	29	1	72	1
Swimming	826	21	753	23	1579	22
Tennis	1127	29	931	23	1858	26
Baseball	171	4	132	4	303	4
Basketball	257	7	380	12	636	9
Field Hockey	97	2	64	2	161	2
Soccer	49	1	70	2	119	2
Speedball	36	1	25	1	61	1
Volleyball	83	2	182	6	265	4
Captain Ball	19	0	11	0	30	0
Center Ball	34	1	21	1	55	1
Dodge Ball	35	1	33	1	68	1
End Ball	9	0	5	0	14	0
German Batball	12	0	17	0	29	0
Keep Away	16	0	31	1	47	1
Kick Ball	37	1	37	1	74	1
Liberty Ball	14	0	6	0	20	0
Newcomb	23	0	8	0	20	0
Punchball	5	0	12	0	17	0

Recommendations of experts concerning the relative value of separate athletic activities for high school girls. The same list of athletic activities was sent in Research Form C to the committee of experts in Ohio, in order to find out which athletic activities experts would recommend for high school girls and how they would rank these activities in relative order of their importance. (Appendix: Pages 79-83). Included in the research form were significant data from the survey relating to the points indicated and certain other material obtained from a study of related literature. Experts were then asked to state which activities they would personally recommend for high school girls and to rank the recommended activities in relative order of importance according to their judgment. They were told that the explanatory or related material included in the research

form might influence their judgment but not necessarily so. It was explained that this material merely represented a study of current practice and participation, and its use was entirely optional. In each point the experts were asked to express personal opinions and they were invited to make any suggestions and comments or to explain their judgment whenever they wished. This instruction for the experts and the explanatory material are given in detail in the Appendix (pages 79-83).

The reaction of the experts is indicated in detail in the following points. For convenience in handling, the athletic activities are divided into the following homogeneous groups: (1) Individual and dual sports; (2) Team Games of high degree of skill; (3) Team Games of low degree of skill.

(1) **Individual and dual sports.** Experts were asked to rank 17 individual and dual sports in relative order of their importance and to indicate which activities they would recommend for high school girls. The following nine activities were recommended by 11 experts and the following ranking indicated:*

Average Numerical Ranking	Individual or Dual Sport
1.23	Swimming
2.00	Tennis
3.18	Hiking
5.09	Golf
6.76	Horseback Riding
6.82	Archery
8.00	Deck Tennis
9.58	Horseshoe Pitching
9.68	Running Races (Dash)

The following three activities were declared of less value by experts. Three experts stated that these activities involved only the elements of other athletic activities and for this reason should not be classed separately. The assigned numerical ranking is indicated:

Average Numerical Ranking	Individual or Dual Sport
10.71	Basketball Throw for Distance
10.76	Baseball Throw for Distance
11.31	Basketball Foul Shooting

The following five activities were judged of at least value by experts. They were condemned by fourteen experts, both because of intrinsic character and because of their relative unimportance when compared with other activities. The seven experts who considered these activities indicated the following ranking:

* The average numerical rankings were obtained by adding together the numerical rankings given to each activity by the experts, and dividing the sum by the number of experts who indicated ranking.

Average
Numerical
RankingIndividual or
Dual Sport

12.28

13.83

14.14

14.56

15.00

Rifle Shooting

Running Broad Jump

Hurdling Races

High Jump

Standing Broad Jump

Two experts suggested that badminton, bowling, and skating be added to the list of individual and dual sports.

It is interesting to note that the first six activities selected by the Ohio experts appeared in the same order as the first six individual and dual sports selected by a national group of eighty-seven experts in the recent White House Conference survey.¹ It is also significant that these same six activities were the outstanding six first mentioned in the list of athletic activities which Ohio girls thought they would enjoy most if opportunity offered. Table IX indicates these comparisons.

TABLE IX

Comparative Ranking of Six Individual and Dual Sports as
Evaluated by Two Groups of Experts and the Statement of
Choice Expressed by Ohio High School Girls

Activities Listed in Order of Importance According to National Group of Experts*	Activities Listed in Order of Importance According to Ohio Group of Experts	Per cent of Ohio Girls Designating Choice of Activities
1. Swimming	1. Swimming	26 Tennis
2. Tennis	2. Tennis	22 Swimming
3. Hiking	3. Hiking	17 Horseback Riding
4. Golf	4. Golf	11 Golf
5. Horseback Riding	5. Horseback Riding	5 Hiking
6. Archery	6. Archery	5 Archery

* In this study experts assigned a numerical value of 3, 2, 1 or 0 to each activity according to their judgment of its value for high school girls. The numerical results were treated statistically in order to arrive at the designated ranking.

An investigation reported by Williams² in 1922 gives further backing to the comparative ranking of four of these activities: swimming, hiking, tennis, and golf. In listing individual and dual sports these activities were named most important in value for high school girls by a group of thirty-six advanced students in the study of problems of physical education. As archery and horseback riding were not included in Williams' list of activities, no ranking was assigned.

These figures suggest that there is a significant relationship between the activities which experts would recommend for girls and the activities which girls think they would enjoy most if the opportunity were offered. This suggestion tends to confirm the conclusion of the White House Conference survey³ that "there is remarkable similarity between what girls prefer most to do and what experts

1. "Report of the Sub-Committee on Girls' Athletics in Secondary Schools." White House Conference on Child Health and Protection, Committee on Recreation and Physical Education in Secondary Schools. To be published in 1933 by the Century Co., New York.

2. Williams, J. F. The Organization and Administration of Physical Education. New York: Macmillan Co., 1922. Pp. 62-64.

3. Op. cit.

think they should do. Current practice in the school athletic program has very little relation to what experts think of most highly or what girls really prefer to do."

(2) **Team games of high degree of skill.** Experts were asked to rank six team games in relative order of their importance. The average numerical ranking is indicated as follows:

Average Numerical Ranking	Team Games of High Degree of Skill
1.63	Volleyball
2.63	Baseball
3.65	Field Hockey
3.74	Basketball
4.12	Soccer
5.29	Speedball

Two experts advised the elimination of field hockey from the high school girls' program and three experts advised the elimination of speedball. Several suggested modified rules for soccer. The three activities which were unanimously recommended and which appeared first in all lists denoted by the girls themselves were volleyball, baseball, and basketball.

(3) **Team games of low degree of skill.** Experts were asked to rank ten games in relative order of their importance. The average numerical ranking is indicated as follows:

Average Numerical Ranking	Team Games of Low Degree of Skill
2.45	Kickball
3.83	Dodgeball
4.20	Captainball
4.37	Keep Away
4.45	Centerball
4.67	Endball
5.36	German Batball
5.45	Newcomb
8.00	Libertyball
10.00	Punchball

Ten experts did not judge the activities because they were not familiar enough with the activities or because they felt that the relative importance was not significant. Two experts thought that these games should be considered merely "lead-up" games, involving the elements of team games of high degree of skill. Two experts stated that they thought these games did not belong in the high school program except for occasional use in the practice of game technique. Two experts thought that these games were especially important for the high school program if properly presented. One expert suggested

that German batball and libertyball were too similar to differentiate between the two. The following additional games were suggested.

Overtake
Crisscross
Obstacle relays
Giant basketball
Pinguard
Hit pin baseball
Line soccer
Bombardment

It will be remembered that in the Ohio survey these games appeared significantly on but one list, that of participation during the required physical education classes. It may be inferred from the above information that these are elementary games, leading up to the more highly skilled activities and involving elements of practice for them. It may be assumed that only in this capacity do they belong in the high school program for girls.

Summary

1. Present participation of high school girls in school athletic activities.
 - a. The three activities in which girls engage most exclusively during required physical education classes are baseball, basketball, and volleyball. Other athletic activities which figure prominently are games of low degree of skill and individual track and field events. The physical education program in city district schools contains a much greater range of athletic activities and has far more percentage of pupil participation than in exempted village and county district schools.
 - b. In the after-school program of athletic activities arranged by the school the same three activities figure most prominently: basketball, baseball, and volleyball. The percentage of girls participating in athletic activities after school hours is about half that of participation during physical education classes. There is not much difference in the two types of schools except that swimming and tennis stand out in the city schools while basketball and foul shooting seem to be more popular in exempted village and county district schools.
2. Stated preference of high school girls in athletic activities.
 - a. High school girls state that the athletic activities which they enjoyed most in school programs during the year 1930-1931 were basketball, baseball, volleyball, swimming, and tennis (in rank order of choice). Other activities are not significantly mentioned. There is not much difference in the response from the two types of schools except that basketball stands out predominantly in the exempted village and county district schools, while swimming, tennis, and baseball seem to be more popular in city district schools.

- b. High school girls state that the athletic activities which they think they would enjoy most if opportunity offered are tennis, swimming, horseback riding, and golf (in rank order of choice). The only other activities mentioned at all significantly were basketball, archery, and hiking. The choice of the girls is obvious and very similar in the different types of schools. The activities which girls think they would enjoy most are not those in which they participate during the school program.

3. Recommendations of experts concerning the relative value of separate athletic activities for high school girls.

- a. In rank order of importance experts recommend the following individual and dual sports for high school girls: swimming (highest), tennis, hiking, golf, horseback riding, archery, deck tennis, horseshoe pitching, and running races. The first six of these activities are the same as those chosen by a national group of physical education experts and the same as those chosen by the girls. These activities do not appear significantly on present school athletic programs.
- b. In rank order of importance experts unanimously recommend the following team games of high degree of skill: volleyball, baseball, and basketball. These are the three games which seem to be most popular with the girls.
- c. Experts infer that team games of low degree of skill are elementary games leading up to the more highly skilled activities by involving elements of practice for them, and that in this capacity they belong in the high school program for girls. They recommend especially kickball, dodgeball, captainball, keep away, centerball, and endball.

ORGANIZATION OF GIRLS ATHLETIC ACTIVITIES FOR THE HIGH SCHOOL PROGRAM

CHAPTER IV

According to state policy the organization and the administration of girls' athletics in Ohio are in the hands of school authorities, and correspond to general educational policies in their functioning. General standards of health and physical education are published by the Ohio State Board of Education,¹ and the general conduct of athletic competition is defined by the Ohio High School Athletic Association.² It is the belief of the investigator that these general standards and rules of conduct are not always understood and applied in the field of girls' athletics. The investigator believes, further, that the reason for this is that the existing standards have not been studied and interpreted in relation to this field. The variety of practice in different schools as it is brought out in the surveys substantiates the belief of the investigator. It is, then, the purpose of this chapter to present data from the questionnaire surveys which contribute to the construction of standards and supplementary guiding policies for the organization and administration of girls' athletics in Ohio high schools.

Any existing state standards or rules of conduct which apply to girls' athletics are included and explained. Points upon which all experts agree and which practically all administrators would accept readily, are dealt with briefly. Other points which are questionable from the standpoint of variety of practice and opinion, are studied in detail. The following factors are considered in order:

- I. Responsibilities of the school in determining the purpose and function of the athletic program for high school girls.
 1. Responsibility of school authorities.
 - a. Analysis of purpose
 - b. Delegation of authority
 - c. Promotion and publicity
 - d. Facilities and equipment
 2. Responsibility of the faculty.
 - a. Relation to the school physical education program
 - b. Professional training of teachers
 3. Responsibility of the pupils.
 - a. The athletic association
 - b. The "point system"
- II. Determination of the scope and emphasis of the athletic program for high school girls.
 1. Variety and extent of athletic participation

1. Standards on Health and Physical Education in Secondary Schools." State of Ohio, Department of Education (Division of Health and Physical Education). Columbus, 1929.

2. "Ohio High School Athletic Association, Constitution and Rules." Columbus, 1931-1932.

2. Opportunity for special proficiency in selected activities
3. Emphasis on leisure-time activities for after-school days
4. Choice of activities for appropriate year levels

Responsibility of school authorities in determining the purpose and function of the athletic program for high school girls.

a. Analysis of purpose. If school authorities are to be concerned in any way with the guidance and control of athletic activities it would seem that one of the first steps must be an analysis of their purpose. In one clear statement Savage says:¹ "the ultimate justification of athletics in the secondary school is the welfare of the individual boy or girl." Savage explains further that this point of view maintains that educational athletics should not exist when their purpose is in any way connected with the desire of the school for publicity or the monetary interest of any group of individuals in the community. In Research Form C (pages 86-87) the experts unanimously approved of this statement. One member suggested that the statement would be clearer and more in accordance with modern educational theory if it read, "The ultimate justification of the athletic program is the welfare of the individual girl considered in relation to the needs of society."

b. Delegation of authority and responsibility. There seems to be general agreement in the literature of the field that all athletic activities should be under the direct control and guidance of school administrative forces. The following two quotations state this point significantly: "School administrators should take positive action to see that the administration of all athletics in the high school program is in the hands of and entirely controlled by properly constituted school officials"² and "The administration of all athletic contests in the high school program should be entirely controlled by properly constituted school officials and teachers."³ The following statement was accordingly submitted to the experts (page 86) and unanimously approved by them, "Organization and administration of all athletic activities shall be entirely in the hands of school authorities and shall correspond in detail with the general educational policies of the school."

c. Promotion and publicity. The term "control of athletics" implies the conduct of athletics through a definite delegation of authority and responsibility, and it includes also a clear assessment of purpose. Successful control, then, may be said to depend partially upon public enlightenment and the resulting mutual understanding of aims. In the present development of athletics the community in general and parents in particular are interested in details of the program. It is to the best interests of educational leaders to see that proper values are stressed in the development of the program and in the public account-

1. Savage, Howard J. *American College Athletics*. New York: Carnegie Foundation for the Advancement of Teaching, 1929. P. 74.

2. Platform on Athletics, Society of State Directors of Health and Physical Education." *National Physical Education Service, News Letter No. 39* of the National Recreation Association; April 1, 1931. P. 3.

3. "Report of the Committee on Athletics in Secondary Schools," edited by E. E. Morley. *Quarterly of the North Central Association of College and Secondary Schools*, Vol. VI, No. 1 (June, 1931). P. 29.

ing of athletic procedure in the school. Oberteuffer defines this attitude in an article on girls' athletics when he says,* "Publicity should stimulate all that is good in athletics rather than athletics stimulating publicity. The job of knowing what is good for both is not the single province of journalism. Mutual understanding between the physical educator or the recreation leader and the journalist is necessary."

The following statements were submitted to the experts and unanimously approved by them. "A clear assessment of purpose should be made by school authorities accompanied by a definite delegation of responsibility and jurisdiction. The successful enforcement of such a policy depends partially upon public enlightenment and the resulting mutual understanding of aims. The main sources of support are through the coöperation of the parent-teacher organizations and the control of general publicity in the community."

d. Facilities and equipment. In Research Form B (page 77) high school principals were asked to indicate the athletic facilities in their schools. Their response is shown in Table X. In connection with the facilities included in the school plant it is significant to note that 77 per cent of the schools have a gymnasium which girls and boys share, 68 per cent have a field which girls and boys share, 55 per cent have a playground for free play, and 31 per cent have at least one tennis court. Other facilities in different types of schools seem to indicate that: (1) Exempted village schools on the whole seem to have more facilities than other types of schools; (2) City district schools have more gymnasias for girls' use only and swimming pools, but they have fewer playgrounds.

Table X also indicates that although all types of athletic facilities are rented or borrowed to some slight degree outside of the school plant, this practice is conspicuous only in the case of tennis courts. Twenty-six per cent of the schools use tennis courts in this manner, but an average of only one court per school is used. The general practice seems to be employed less in county district schools on the whole.

In Research Form C (page 87) experts were asked to read over the "Standards on Health and Physical Education in Secondary Schools" set up by the State of Ohio Department of Education as they applied to the minimum high school equipment of gymnasium, outdoor play space, locker rooms, lockers and bathing facilities. All but 2 experts approved of these standards for high school athletic programs for girls and these two questioned the practical advisability of such high minimum standards at the present time.

In Research Form C (page 88) it was also proposed that in view of the present needs and the future development of the athletic program the following desirable equipment should be provided as soon as the financial condition of the school should make it possible: swimming pool, tennis courts, facilities for more outdoor activities especially golf, archery, and horseback riding. This proposition met

* "Athletics for Girls and Women," edited by Helen L. Coops. Monograph published in the Research Quarterly of the American Physical Education Association: October, 1932. P. 101.

with a variety of response from the experts. Fifteen checked an affirmative response without comment while three registered their hearty approval and stated that they thought this point was most significant. On the other hand four experts suggested that the equipment described was too expensive and too idealistic to be included in these standards. Four others questioned the inclusion of facilities for horseback riding.

TABLE X
ATHLETIC FACILITIES IN OHIO HIGH SCHOOLS
(Research Form B)

Selected List of Athletic Facilities	City Districts		County Districts		Exempted Villages		Total Schools	
	No.	%	No.	%	No.	%	No.	%
Included in School Plant								
Field for Girls' Use Only.....	9	9	24	4	7	18	40	6
Field Shared with Boys.....	66	64	356	69	29	73	415	68
Swimming Pool for Girls' Use Only	3	3	1	0	0	0	4	1
Swimming Pool Shared with Boys	21	20	2	0	1	3	24	4
Gymnasium for Girls' Use Only	33	32	10	2	5	13	48	7
Gymnasium Shared with Boys	66	64	408	79	40	100	514	77
Playground for Free Play.....	34	33	301	59	27	68	362	55
Tennis Court (at least one)....	32	31	147	28	23	58	202	31
Average Number of Tennis Courts	3		2		2		2	
Totals	103	100	516	100	40	100	659	100
Borrowed or Rented Outside of the School Plant								
Field for Girls' Use Only.....	5	5	5	1	0	0	10	3
Field Shared with Boys.....	7	7	42	6	9	23	58	9
Swimming Pool for Girls' Use Only	14	14	0	0	1	3	15	2
Swimming Pool Shared with Boys	4	4	1	0	4	10	9	1
Gymnasium for Girls' Use Only	2	2	5	1	0	0	7	1
Gymnasium Shared with Boys	3	3	48	8	4	10	55	8
Playground for Free Play.....	8	8	32	6	2	5	42	6
Tennis Court (at least one)....	29	28	30	6	9	22	68	26
Average Number of Tennis Courts	2		1		1		1	
Totals	103	100	516	100	40	100	659	100

Responsibility of the high school faculty in administering the athletic program for girls.

a. Relation to the school physical education program. According to the literature of the field physical education authorities in general agree that school athletics of any kind belong to the physical education program. This point is clearly expressed by a recent ruling of the North Central Association,¹ "All athletic competition should grow out of and form an integral part of the health and physical education program of the school." This principle is also well stated by Wayman who says,² "In the first place, institutions must realize that athletics, that all sports and games, are a part of physical education, and should be a part of the physical education program." These expressions of attitude should make the point clear that the school which has only extra-curricular athletics should regard this activity as a phase of physical education and not as an isolated pupil activity. Regarded as a phase of physical education the school has the responsibilities outlined in this study.

In Research Form C (pages 86-87) the following statement was proposed and unanimously approved by the experts, "All athletic activity should be a part of the general physical education program in the school. After-school activities shall for the most part be an outgrowth of regular class work and shall be under the supervision of those teachers who have this subject in charge."

b. Professional training of teachers and leaders in athletic activities. In Research Form B (page 77) high school principals were asked to check those athletic activities in their schools in which a man did the coaching of girls. Table XI denotes the answers to this question. Only 4 activities stand out: basketball is coached by men in 36 per cent of the schools answering the research form, baseball in 17 per cent of the schools, track and field activities in 12 per cent, and volleyball in 9 per cent. Other activities are not mentioned by more than 3 per cent of the schools. It is evident that very few men coach the girls' athletics in city district schools (not more than 4 per cent of the schools).

1. "Report of the Committee on Athletics in Secondary Schools," edited by E. E. Morley. Quarterly of the North Central Association of Colleges and Secondary Schools. Vol. VI, No. 1. (June, 1931. P. 29.

2. Wayman, Agnes R. Education Through Physical Education. Philadelphia: Lea and Febiger, 1928. P. 171.

TABLE XI

STATEMENT OF HIGH SCHOOL OFFICIALS CONCERNING THE
USE OF A MAN COACH FOR GIRLS' ATHLETIC ACTIVITIES

(Research Form B)

Selected List of Athletic Games	City Districts		County Districts		Exempted Villages		Total Schools	
	No.	%	No.	%	No.	%	No.	%
Baseball	3	3	105	20	4	10	112	17
Basketball	4	4	221	43	14	35	230	36
Centerball	0	0	2	0	0	0	2	0
Field Hockey	0	0	0	0	0	0	0	0
Fieldball	0	0	5	1	1	3	6	1
Kickball	0	0	4	1	0	0	4	1
Soccer	0	0	5	1	0	0	5	1
Speedball	0	0	4	1	1	3	5	1
Swimming	0	0	1	0	0	0	1	0
Tennis	3	3	17	3	2	5	22	3
Track and Field	4	4	73	14	4	10	81	12
Volleyball	1	1	54	10	1	3	56	9
Totals	103	100	516	100	40	100	659	100

In Research Form C (page 87) the following statements were proposed for the judgment of experts; "The administration of the school athletic program should be in the hands of teachers with professional training in health and physical education. In all city district and exempted village schools this program should be carried on by professionally trained women. This standard should be observed as far as possible in the county district schools but in all cases should a woman member of the faculty be responsible for the detailed welfare of the girls' athletic program." All but three experts approved of these statements. These three experts suggested that the policy should be emphatically expressed but that the details should be left to the discretion of the local situation.

Responsibility of high school girls in administering the athletic program.

a. The athletic association. In Research Form A (page 76) high school girls were asked the question, "Is there a regularly organized athletic association for girls in your school?" The answers to this question do not give reliable information concerning the number of athletic associations in schools because it is undoubtedly true that some girls do not know of the existence of such organizations in the schools. However, the answers may be considered indicative because of the uniformity of response in different types of schools and different year levels. The tabulation of responses is indicated in Table XII. According to their statement over one-half of the total number of girls are in schools which have regularly organized athletic associations. The percentage (69 per cent of the girls) is much higher in city district schools than in county district and exempted village schools (39 per cent of the girls).

In Research Form A (page 76) the high school girls were asked, "Do you belong to a regularly organized school athletic association?" The tabulation of responses is indicated in Table XIII. According to

their statement only one-fifth of the total number of girls actually belong to these associations. There is great uniformity of response from the standpoint of year of enrollment in the school. Even though there are more athletic associations in city schools it appears that fewer girls actually are members. In the city districts 16 per cent of the girls claim membership and 22 per cent in county districts and exempted villages. It may be concluded that although there are more athletic associations in city district schools, these associations function more in county district and exempted village schools.

In Research Form C (page 87) the following statement was submitted to the experts for judgment, "The school athletic association should be a coöperative organization of pupils and teachers, operating according to the standards outlined in this study." This statement was unanimously approved by the experts.

b. The "point system." At the present time a large number of athletic associations use a system of awarding points for skill and participation in athletic activity. Two studies of current point systems*

TABLE XII

**STATEMENT OF HIGH SCHOOL GIRLS CONCERNING THE
EXISTENCE OF REGULARLY ORGANIZED ATHLETIC
ASSOCIATIONS IN THEIR SCHOOLS**

(Research Form A)

Answers of High School Girls	Classification According to School Year of Enrollment									
	9th year		10th year		11th year		12th year		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
City Districts										
Yes	720	66	769	72	678	70	525	67	2692	69
No	334	30	267	25	246	25	207	26	1054	27
Unanswered	44	4	26	3	50	5	47	7	167	4
Totals	1098	100	1062	100	974	100	779	100	3913	100
Exempted Villages and County Districts										
Yes	488	42	444	39	333	38	4	9	1269	39
No	607	52	602	54	466	52	49	85	1715	53
Unanswered	80	6	80	7	99	10	3	6	262	8
Totals	1175	100	1126	100	898	100	57	100	3246	100
Both Types of Schools										
Yes	1208	53	1213	55	1011	54	529	64	3961	55
No	941	41	869	40	712	38	247	30	2778	39
Unanswered	124	6	106	5	149	8	50	6	420	6
Totals	2273	100	2188	100	1872	100	826	100	7159	100

were conducted by the investigator preliminary to the undertaking of this study. The significant conclusion of these studies may be quoted as follows, "It would seem that a point system is most effective in cases when it is a local development developed for a specific situation.

- * 1. "Study of Intramural Point Systems for Girls' Athletics in One Hundred and Ten High Schools." Report published by the National Amateur Athletic Federation, Women's Division, edited by Helen L. Coops. New York, 1930.
2. "Study of Intramural Point Systems for Girls' Athletics Conducted on a State-wide Basis." Report published by the National Amateur Athletic Federation, Women's Division, edited by Helen L. Coops. New York, 1930.

It is then the result of a consideration of present interests and needs, and it is a coöperative enterprise of both students and faculty."

TABLE XIII
STATEMENT OF HIGH SCHOOL GIRLS CONCERNING THEIR
MEMBERSHIP IN REGULARLY ORGANIZED SCHOOL
ATHLETIC ASSOCIATIONS
(Research Form A)

Answers of High School Girls	Classification According to School Year of Enrollment									
	9th year		10th year		11th year		12th year		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
City Districts										
Yes	110	10	158	15	188	19	166	21	622	16
No	914	83	836	79	714	73	559	72	3025	77
Unanswered	74	7	78	6	72	8	53	7	263	7
Totals	1098	100	1062	100	974	100	779	100	3913	100
Exempted Villages and County Districts										
Yes	255	22	256	23	204	23	2	4	717	22
No	767	65	725	64	544	61	39	83	2075	64
Unanswered	153	13	145	13	150	16	6	13	454	14
Totals	1175	100	1126	100	898	100	47	100	3246	100
Both Types of Schools										
Yes	365	16	414	19	392	21	168	20	1339	19
No	1681	74	1563	71	1258	67	598	72	5100	71
Unanswered	227	10	211	10	222	12	60	8	720	10
Totals	2273	100	2188	100	1872	100	826	100	7159	100

In Research Form C (pages 84-85) the following statement was approved by the experts without comment, "If a local point system is devised it should be for the purpose of stimulating, guiding and limiting athletic activities according to the standards outlined in the study." The point system then should be a local development of the athletic association.

Determination of the variety and extent of athletic participation in the high school program for girls.

In Research Form A (page 76) high school girls were asked the extent of their general participation in athletics. Table XIV indicates their responses, and shows that 57 per cent of all girls answering the research form engage in some form of intramural or interscholastic athletic activity. Data from different types of schools do not vary greatly.

TABLE XIV
**STATED PARTICIPATION OF HIGH SCHOOL GIRLS IN INTRA-
 MURAL OR INTERSCHOLASTIC ATHLETIC COMPETITION**
 (Research Form A)

Types of High Schools	Affirmative Responses According to Year									
	9th year		10th year		11th year		12th year		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
City Districts.....	598	54	629	58	589	50	351	45	2158	55
Exempted Villages and County Dis- tricts	670	57	593	52	559	52	27	57	1049	60
Both Types	1268	56	1313	60	1148	61	378	46	4137	57
Total Numbers.....	2273	100	2188	100	1872	100	826	100	7159	100

In Research Form A (page 76) high school girls were asked concerning their general interest in athletic activity. The question, "Do you think you would like to keep on playing the same games after you graduate from school?" is not important in itself, but it is significant in denoting interest in present activity. A test of present enjoyment might well be the development of an attitude of looking forward to the future and hoping to continue the same activity after school requirements or school opportunities are over. Table XV indicates that the answer to this question is decidedly in the affirmative when 75 per cent of the girls say "Yes" and only 16 per cent say "No."

TABLE XV
**ANSWERS OF OHIO SCHOOL GIRLS TO THE QUESTION, "WOULD
 YOU LIKE TO KEEP ON PLAYING THE SAME ATHLETIC
 GAMES AFTER GRADUATION FROM SCHOOL?"**
 (Research Form A)

Answers of High School Girls	Classification According to School Year of Enrollment									
	9th year		10th year		11th year		12th year		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
City Districts										
Yes	788	73	833	79	747	77	552	71	2931	75
No	203	18	160	15	140	14	120	17	632	16
Unanswered	96	9	69	6	87	9	97	12	350	9
Totals	1098	100	1062	100	974	100	779	100	3913	100
Exempted Villages and County Dis- tricts										
Yes	843	72	819	73	634	71	40	85	2336	72
No	212	18	187	19	151	16	3	6	544	17
Unanswered	120	10	120	11	113	13	4	9	366	11
Totals	1175	100	1126	100	898	100	47	100	3246	100
Both Types of Schools										
Yes	1642	70	1652	76	1381	74	592	72	5267	74
No	415	23	347	15	291	16	132	16	1176	16
Unanswered	216	7	189	9	200	10	102	12	716	10
Totals	2273	100	2188	100	1872	100	826	100	7159	100

The separate answers of girls in different types of schools and from different school years of enrollment are very similar. It may be concluded that girls have a real interest in athletic activities and that school athletic programs attract a large number of girls.

Since the purpose of athletic activity is the welfare of the individual girl and since the athletic program should include all girls in a public school system, it is obvious that the range of the program should be varied and extensive. In a proposed "Bill of Rights for Every Athlete" Williams and Hughes state their first item as follows:¹ "Athletics in educational institutions should be extensive rather than intensive providing an education in various skills for use in life rather than specialization in one form that is often of no functional value." Accordingly in Research Form C (pages 83-84) the following statement was submitted to experts for judgment and unanimously approved by them, "The athletic program should be varied and extensive, ranging in number of activities in proportion to the size of the school. In no case should one activity be overemphasized to the point of exclusion of all other activities. Instruction and supervision should provide for each girl, according to her physical ability, opportunity for participation in a number of different types of activity in order to ensure a wide knowledge of athletics and thus to broaden appreciation."

It is evident that persons tend to engage in any activity to the relative extent of their skill or knowledge of that certain activity. As Williams and Hughes say,² "Knowledge of and interest in sports are closely associated in learning the skills of sports." Therefore in Research Form C (pages 83-84) it was suggested that an effective method of ensuring participation would be to require knowledge of at least 2 individual sports, two team games of high degree of skill and two team games of low degree of skill. It was explained that the significance of this point lies in the implication that an athletic program consisting of but one activity, such as basketball, is not justified. All experts approved of the general policy but two experts questioned the setting of arbitrary rules and emphasized the point that local schools should work out their own application of the policy according to their facilities.

Provision of opportunity for special proficiency in selected athletic activities. Although broad appreciation may consist of extensive knowledge of a variety of activities appreciation undoubtedly is increased by special skill in one or more activities adjudged desirable by the individual girl. This principle is referred to by the Michigan staff when they say,³ "Sufficient skill to satisfy the individual means a pretty high degree of skill. Human nature likes to excel. Very much wider opportunities for the development of individual skills must be offered in our programs if we are to be of real assistance." It is not to be expected that all girls would like the same activities.

1. Williams, Jesse F., and Hughes, William L. *Athletics in Education*. Philadelphia: W. B. Saunders Co., 1930. P. 47.

2. Williams, J. F., and Hughes, W. L., op. cit., p. 100.

3. Staff of Department of Physical Education for Women, University of Michigan. *Physical Education Activities for High School Girls*. Philadelphia: Lea and Febiger, 1928. P. 24.

Allowance must be made for individual differences and the choice of these special activities left to the girl, very much in the manner of the election of hobbies.

In Research Form C (pages 83-84) the statement was made that the athletic program should provide opportunity for special proficiency in at least one activity selected by the girl in order to ensure acquisition of skill in an activity which is judged desirable and satisfying to her at the time. It was also suggested that an effective method of providing for this proficiency would be to require from each girl evidence of skill through special skill tests, team membership, or participation in play day or school demonstrations. Both the policy and the added suggestion were approved by the experts without comment.

Emphasis upon leisure-time activities for after-school days. It is becoming increasingly important in these days of greater leisure time to single out those activities which are most universally and profitably practiced. In a study of students' use of physical education in leisure time, Saxman says,¹ "In order that there may be greater economy and more effective results, there should be a more careful selection for a departmental program of those activities which will have a larger use in the leisure time of students." It would seem that the first step is to find out what athletic activities high school girls enjoy most during their present leisure time and what activities they think they would prefer doing if opportunity were provided. On page 25 of this study it is indicated that Ohio girls enjoy the following activities most in present programs (in order of choice), basketball, baseball, volleyball, swimming, and tennis. A study of the present scope of programs offered in after-school hours (page 24) indicates that such choice is very limited in many schools, and in the face of this, swimming and tennis stand out significantly. It is also indicated (page 26) that Ohio girls thought they would enjoy the following activities most if opportunity offered (in order of choice); tennis, swimming, horseback riding, and golf.

In the Saxman study it was reported² that the leisure time athletic activities which were enjoyed by more than a thousand college students were hiking, swimming, and horseback riding, while the activities which these particular students most wished to learn were swimming, tennis, and golf. Saxman also reported³ that "the means of the ages at which the various activities were learned show that the majority of students learned these activities in the high school years." A comparison of these data indicates the following conclusions: (1) The athletic activities which girls learn and think that they would enjoy most during their high school years are those which they are most apt to use in their leisure time in college; (2) The stated preferences of Ohio high school girls for leisure time activities is quite similar to the leisure time activities which a group of college students most

1. Saxman, E. J. *Students' Use in Leisure Time of Activities Learned in Physical Education*. Bureau of Publications of Teachers College, Columbia University. Contributions to Education. No. 217. New York, 1926. P. 73.

2. Saxman, *op. cit.* Pp. 24-25.

3. *Ibid.* P. 25.

wish to learn; (3) Leisure time athletic activities most significantly mentioned by all students are swimming, tennis, hiking, horseback riding, and golf.

It would seem that the next step is to find out details of expert opinion regarding the leisure time value of athletic activities. Saxman reports¹ that experts deem present leisure more important than future leisure, and that in an evaluation on a basis of students' use in leisure time the following athletic activities are outstanding: hiking, swimming, tennis, handball, and golf. In this study (page 28) it has already been reported that swimming, tennis, hiking, and golf (listed in order) are the athletic activities which both the national group of experts and the Ohio group of experts choose for high school girls. Horseback riding and archery were also mentioned by these experts. It is interesting to remember in this case (page 28) that these six activities were the same that Ohio high school girls think they would prefer if opportunity offered. When expert opinion and pupil choice agree and when it seems that athletic activities most important in the leisure time of high school girls are apt to be the same activities most important in subsequent leisure time, it gives considerable backing to the principle dwelt upon by Kilpatrick who says² that knowledge of and interest in sports that can be played after school days are past, are indispensable traits of physical education objectives.

In Research Form C (page 83-84) the following statements were submitted to experts and approved without comment: "Instruction and supervision should provide for each girl, according to her physical ability, interest in athletic activities which can be carried on after school days are past in order to provide for leisure time in later life. It is suggested that each girl be required to demonstrate knowledge of at least one activity of this type."

Direction in choice of activities for appropriate year levels. It would be advisable to consider the factors of physical growth and physiological age in relation to all athletic activities. Baldwin states this principle when he says,³ "A careful analytic study of the periods of growth for boys and girls should precede any provisions for their physical education, and the results of such study will throw light on their development in general motor coordination and in the mental traits which accompany, directly or indirectly, rhythmic or irregular physical development." It is possible to apply this principle to all the material here within the limits of the present study but it can be regarded in the outstanding problem of team games of high degree of skill. During the first two years of high school girls are passing through their most rapid period of growth and the majority of girls reach physiological maturation.⁴ Baldwin records these facts in his "Profiles of Growth for a Girl from Seven to Eighteen Years of Age"

1. Ibid. P. 72.

2. Kilpatrick, W. H. "What Range of Objectives for Physical Education?" *Teachers College Record*, Columbia University (September, 1925). P. 6.

3. Baldwin, Bird T. *Physical Growth of Children from Birth to Maturity*. University of Iowa Studies in Child Welfare, Vol. I, No. 1. Published by University of Iowa, 1921. P. 139.

4. Baldwin, Bird T., op. cit. Pp. 112 and 189.

and "Percentage Distribution of the Physiological Maturation of Girls." It is reasonable to suggest that the more strenuous games which are highly competitive belong more in the third and fourth years of high school rather than in this period of striking physical and physiological change.

In Research Form C (pages 85-86) it was suggested to experts that team games of high degree of skill except the less strenuous games of baseball and volleyball, be limited to the third and fourth years of high school. All but two experts approved of the suggestion as it was stated and, these two gave no reasons for their disapproval.

General Findings

- I. Responsibilities of the school in determining the purpose and function of the athletic program for high school girls.
 1. Responsibility of school authorities.
 - a. In analyzing the purpose of the school athletic program experts agree that the ultimate justification of athletics is the welfare of the individual girl considered in relation to the needs of society.
 - b. Experts agree that organization and administration of all athletic activities should be entirely in the hands of school authorities and should correspond in detail with the general educational policies of the school.
 - c. In the matter of promotion and publicity experts agree that: (1) A clear assessment of purpose should be made by school authorities accompanied by a definite delegation of responsibility and jurisdiction; (2) The successful enforcement of such a policy depends partially upon public enlightenment and the resulting mutual understanding of aims; (3) The main sources of support are through the coöperation of the parent-teacher organizations and the control of general publicity in the community.
 - d. Concerning facilities and equipment, school officials state that 77 per cent of the schools have a gymnasium which girls and boys share, 68 per cent have a field which girls and boys share, 55 per cent have a playground for free boys, and 31 per cent have at least one tennis court.

While all experts approve of the already existing state standards of facilities and equipment for physical education some question their practical advisability for athletic standards at the present time.
 2. Responsibility of the high school faculty in administering the athletic program for girls.
 - a. Experts agree that all athletic activity should be a part of the physical education program of the school

and that after-school athletic activities should for the most part be an outgrowth of regular class work, under the supervision of those teachers who have this subject in charge.

- b. High school officials state that men are employed to coach basketball in 36 per cent of the schools, baseball in 17 per cent of the schools, track and field activities in 12 per cent and volleyball in 9 per cent. This practice is not so conspicuous in city district schools.

Experts agree that in all city district and exempted village schools the athletic program for girls should be carried on by professionally trained women. They agree that this standard should be observed as far as possible in the county district schools, but in all cases should a woman member of the faculty be responsible for the detailed welfare of the athletic program.

Experts approve of the already existing state standards of professional training of teachers of physical education but some question their practical advisability for athletic standards at the present time.

3. Responsibility of pupils.

- a. According to their statement over one-half of the total number of girls are in high schools which have regularly organized athletic associations, although the percentage (69 per cent) is much higher in city districts than in exempted villages and county districts (39 per cent).

According to their statement only one-fifth of the total number of girls actually belong to these athletic associations. Even though there are more of these associations in city district schools it appears that fewer girls actually are members.

Experts agree that the school athletic association should be a coöperative organization of pupils and teachers, operating according to the standards outlined here.

- b. Experts agree that if a local "point system" is used, it should be for the purpose of stimulating, guiding, and limiting athletic activities according to these standards.

II. Determination of the scope and emphasis of the athletic program for high school girls.

1. Concerning the variety and extent of athletic participation, 57 per cent of all girls answering the research form

state that they engaged in some form of intramural or interscholastic competition during the year. Their interest in present activity is suggested when 75 per cent of the girls state that they would like to keep on playing the same athletic games when they graduate from school.

Concerning variety and extent of athletic participation, experts agree that: (1) The athletic program should be varied and extensive, ranging in number of activities in proportion to the size of the school; and (2) Instruction and supervision should provide for each girl, according to her physical ability, opportunity for participation in a number of different types of activity in order to ensure a wide knowledge of athletics and thus to broaden appreciation.

Experts approve of the suggested policy of requiring each girl to have knowledge of at least two individual sports, two team games of high degree of skill and two games of low degree of skill.

2. Experts agree that the athletic program should provide opportunity for special proficiency in at least one activity selected by the girl, in order to ensure acquisition of skill in an activity which is judged desirable and satisfactory to her at the time. The method of requiring evidence of this skill must be left to the local school.
3. Leisure-time athletic activities most significantly mentioned by girls are swimming, tennis, hiking, horseback riding, and golf. These are the activities which experts nationally recommend for high school girls. Related literature indicates that the activities which high school girls engage in during their leisure time are apt to be the same which they engage in after school days are past.

Experts agree that instruction and supervision should provide for each girl, according to her physical ability, interest in athletic activities which can be carried on after school days are past, in order to provide for leisure time in later life. Experts approve of the suggestion that each girl be required to demonstrate knowledge of at least one activity of this type.

4. The majority of experts agree that team games of high degree of skill, except the less strenuous games of baseball and volleyball, should be limited to the third and fourth years of high school.

HEALTH CONSIDERATIONS AND SAFEGUARDS FOR GIRLS IN THE HIGH SCHOOL ATHLETIC PROGRAM

CHAPTER V

The establishing of adequate health safeguards for girls is a part of the larger study of organization and administration of the school athletic program. Because of its importance the subject of health considerations and safeguards is dealt with separately, but the same method is employed as that described in the preceding chapter on "Organization and Administration" (page 32). It is the purpose of this chapter to present data from the questionnaire surveys which contribute to the establishing of proposed standards and supplementary guiding policies of health safeguards in the girls' athletic program. The following factors are considered in order:

1. The physical examination.
2. Out-of-doors athletic activities.
3. Conduct of athletic activities during daylight hours.
4. Scheduling of athletic activities during regular time for meal hours.
5. Length of the after-school athletic period.
6. Participation in athletic activities not arranged by the school.
7. Participation in athletic activities during the menstrual period.

The physical examination. In Research Form A (page 76) high school girls were asked the question, "Have you ever had a physical examination given at school?" Table XVI denotes that 62 per cent of the girls answered "Yes" and 33 per cent "No." It is also indicated that 66 per cent of the girls in city district schools responded in the affirmative, while only 57 per cent of the girls in exempted village and county district schools so answered. It may be implied that some kind of a physical examination is more generally given in the city district schools although a large percentage is not indicated anywhere.

TABLE XVI

STATEMENT OF OHIO HIGH SCHOOL GIRLS IN ANSWER TO THE QUESTION "HAVE YOU EVER HAD A PHYSICAL EXAMINATION GIVEN AT SCHOOL?"

(Research Form A)

Answers of High School Girls	City District Schools		Exempted Village and County Dis- trict Schools		Total Number of Schools	
	No.	%	No.	%	No.	%
Yes	2590	66	1856	57	4456	62
No	1165	30	1196	37	2361	33
Unanswered	158	4	184	6	342	5
Totals	3913	100	3246	100	7159	100

In Research Form A (page 76) high school girls were asked the question, "Has a doctor ever examined your heart to decide whether or not you should play in an athletic game?" The reason for this question is that some schools have special examinations for girls who engage in athletic competition, especially of the interscholastic type, but they do not have compulsory examinations for all. Table XVII indicates that 53 per cent of the girls said "Yes" and 41 per cent said "No." The answers were quite similar in different types of schools.

TABLE XVII

STATEMENT OF HIGH SCHOOL GIRLS IN ANSWER TO THE QUESTION, "HAS A DOCTOR EVER EXAMINED YOUR HEART TO DECIDE WHETHER OR NOT YOU SHOULD PLAY IN AN ATHLETIC GAME?"

(Research Form A)

Answers of High School Girls	City District Schools		Exempted Village and County District Schools		Total Number of Schools	
	No.	%	No.	%	No.	%
Yes	2114	54	1677	52	3791	53
No	1584	40	1370	42	2954	41
Unanswered	215	6	199	6	414	6
Totals	3913	100	3246	100	7159	100

In Research Form C (page 89) the judgment of experts in this matter was sought. The section on physical examinations from the Ohio Standards on Health and Physical Education for Secondary Schools was quoted as a guide. All but two experts agreed that "a thorough physical examination under the supervision of a licensed medical doctor should be advised for all students every year, but required at least once during the four years of high school." The two dissenting experts explained that while they believed in the requirement of an annual physical examination they did not consider it at all practical at the present time. They anticipated trouble from parents, many of whom object to the examination by a man physician. The problem would be solved if a woman physician were available for all schools but this is of course impossible at the present time. All experts seemed to agree with the principle that classification of girls for athletic purposes should be based upon knowledge of their physical condition and their health history record.

Out-of-door athletic activities. In emphasizing the advisability of out-of-door athletic activity whenever possible Savage says,* "Opportunity should be provided for out-of-door games during daylight hours, and without reference to regular meal hours." The Savage report suggested further that out-of-door athletic facilities were not used as much as they should be, due either to ignorance of their value or to the indisposition of teachers and leaders.

In Research Form C (pages 89-90) experts agreed unanimously and without question to the suggestion that "Out-of-door athletic

* Savage, Howard J. *American College Athletics*. New York: Carnegie Foundation for the Advancement of Teaching, 1929. P. 160.

activities should be encouraged whenever weather permitted" although one expert clarified the meaning of the suggestion by adding that such activities should properly be seasonal.

Conduct of athletic activities during daylight hours. In Research Form B (page 78) high school officials were asked to specify the times when basketball practice periods and games were conducted in their schools. It would be desirable to have this information for all types of athletic activities, but since the process would be a long and complicated one from the standpoint of the research form recipient it was decided to confine the questions to basketball. Since basketball is a very popular activity at the present time and carried on in most schools it may be assumed that the answers are significant. Table XVIII indicates that interscholastic basketball practice periods are

TABLE XVIII
STATEMENT OF HIGH SCHOOL OFFICIALS CONCERNING THE
CONDUCT OF INTERSCHOLASTIC AND INTRAMURAL
BASKETBALL PRACTICE PERIODS AND GAMES
(Research Form B)

Scheduled Time for Practice Periods and Games	City Districts		County Districts		Exempted Villages		Totals Schools	
	No.	%	No.	%	No.	%	No.	%
Interscholastic								
Basketball Practice								
During Classes	6	6	162	31	6	15	174	26
Afternoon	23	22	286	55	13	33	322	49
Noon Hours	1	1	117	23	7	18	125	19
Evenings	8	8	143	28	8	20	159	24
Saturdays	0	0	4	1	3	5	7	1
Interscholastic								
Basketball Games								
During Classes	0	0	3	1	0	0	3	0
Afternoon	2	2	24	4	4	10	30	5
Noon Hours	0	0	4	1	1	3	5	1
Evenings	20	19	324	28	23	58	367	55
Saturdays	3	3	23	4	2	5	28	4
Preceding Boys' Game	21	20	388	75	29	73	438	66
Intramural Basketball								
Practice								
During Classes	50	49	151	29	27	68	228	35
Afternoon	69	67	47	8	18	45	134	20
Noon Hours	15	15	82	16	8	20	105	16
Evenings	6	6	8	1	4	10	18	3
Saturdays	2	2	2	0	2	8	6	1
Intramural Basket-								
ball Games								
During Classes	17	17	99	19	13	33	129	20
Afternoon	85	83	78	15	28	70	191	29
Noon Hours	9	9	102	20	8	20	119	19
Evenings	7	7	27	5	3	8	37	6
Saturdays	0	0	4	1	2	5	6	1
Preceding Boys' Game	5	5	25	4	0	0	30	4
Total Number of Schools	103	100	516	100	40	100	659	100

held in the evening in 24 per cent of the schools and games are played in the evening in 55 per cent of the schools. Figures also indicate that intramural basketball practice periods are held in the evening in only 3 per cent of the schools and games in 6 per cent of the schools. The practice of conducting basketball in the evening seems to be much more employed in exempted village and county district schools. Particularly in county district schools is this practice conspicuous (28 per cent of the schools). It is also interesting to note that the girls' games are commonly played preceding boys' games, or as "curtain-raisers."

In Research Form C (pages 89-90) the suggestions from the Savage report¹ that both athletic practice periods and games should be conducted during daylight hours, was submitted to experts for judgment. Experts agreed unanimously to the advisability of this suggestion although two suggested that possible exceptions might occasionally be made. They explained that an occasional evening game, not denoting regular policy on the part of the school, might not be out of order.

Scheduling of athletic activities during regular time for meal hours. In Research Form B (pages 78) high school officials were asked to state whether basketball was conducted during noon hours or recess periods in their schools. Table XVIII indicates that this practice is conspicuous in county district and exempted village schools for interscholastic basketball practice (approximately 20 per cent of these schools). It also seems to be a fairly popular time for intramural basketball in all types of schools (approximately 16 per cent of the schools).

In Research Form C (pages 89-90) there was unanimous agreement among experts to the proposition suggested by Savage² that practice periods and games should be planned without interference with regular meal hours. This expression of opinion was made regardless of current practice.

Length of the after-school athletic period. In connection with the length of the period of athletic activity Wayman says,³ "The type of game a girl plays, the frequency with which she plays, and the length of time spent playing each time, all depend upon the girls' age, physical condition and past experience." It would seem then that no one rule can be made which will cover all situations, but it does seem important to state the principle and to attempt to standardize the attitude concerning it.

In Research Form B (page 78) high school officials were asked to state the average length of basketball practice periods. There was great variety in the answers but the stated average time for interscholastic competition was 90 minutes, and 60 minutes for intramural competition.

In Research Form C (pages 89-90) the suggestion was made to experts that the after-school athletic period be limited to a maximum

1. Op. cit. ,

2. Op. cit.

3. Wayman, Agnes R. *Education Through Physical Education*. Philadelphia: Lea and Febiger, 1928. P. 217.

of one hour a day in order to avoid undue physical fatigue in activities such as basketball. Only ten experts approved of this suggestion and the rest questioned it. Four suggested that the time might extend beyond the hour in cases when a girl had opportunity for but one such period a week. Others suggested that activities such as hiking and horseback riding should not be confined to one hour's participation.

Participation in athletic activities not arranged by the school. It is a matter of debate whether high school girls should play on athletic teams organized outside of the school. Often such teams are conducted as commercial enterprises by well meaning persons who are ignorant of the educational bearing or the physiological implications of athletic activity. In such cases the standards of conduct are not apt to be high and as a result many school athletic associations have legislated against such participation. On the other hand it is argued that the school has no right to interfere with the personal freedom of pupils outside of school hours.

In Research Form C (pages 89-90) this question was submitted to the judgment of experts and the following proposition made, "There should be no participation on teams organized outside of the school schedule, when there is an organized extra-curricular athletic program within the school." Only fifteen experts approved of the suggestion and all others questioned it. Two thought that possible exceptions might be made. Two others expressed the idea that such stipulations should not be made until the school program was more inclusive and really embraced all pupils. The opposite point of view was expressed by three experts who explained that the general community athletic program was planned for those girls who did not have the advantages of school participation and for this reason it should properly be limited to the community group. Two other experts intimated that the educational bearing of school athletics could to a measure be controlled and directed, while often the prevailing community athletic system is not conducted in accordance with the best professional ideals, especially when it is directed by a commercial organization. One other expert suggested that the problem would be solved if the afterschool athletic program were comprehensive to the extent that participation on teams organized outside of the school would be considered unnecessary or even undesirable by high school girls.

Participation in athletic activity during the menstrual period. Concerning this point there seems to be no complete agreement among medical authorities or physical education experts. In a recent study* conducted by a sub-committee on girls' athletics in secondary schools, it was reported that 506 New York City high school girls said that they **always** participated in athletics during the menstrual period, 409 girls **sometimes** participated, and 93 **never**. In the same study it was reported that three physical education experts stated that high school girls should **always** participate in athletic activities during the menstrual period, 42 experts stated that girls should **sometimes** participate,

* "Report of the Sub-Committee on Girls' Athletics in Secondary Schools." White House Conference on Child Health and Protection. Committee on Recreation and Physical Education in Secondary Schools. To be published in 1933 by the Century Co., New York.

and thirty experts **never**. It was concluded that there are no immediate ill effects of this participation because girls would not follow the practice if it hurt them immediately. Since there was not enough agreement among experts to validate their opinion research study was recommended and no other definite conclusion reached.

It is not to be hoped that the problem could be solved in this study and it is not even suggested that a blanket rule covering all situations would be desirable. On the other hand it seems that there must be some guide in the school situation that will be at the same time reasonably conservative and progressively indicative. In our schools we know so little of the physical condition of individuals that we can not afford to take a chance on a proposition that has so little steady support by authority. We may aim to educate the individual girl to know and to judge for herself, but the emotional situation of athletic competition which we set up for her may be at times too tempting if she were left entirely to her own decisions. The following quotation from a recent article on health safeguards for girls' athletics seems to take a sane and representative point of view,* "While participation in normal athletic events is advocated during menstruation, certain athletic events are to be regarded as abnormal, including those of a highly competitive variety where outside pressure gives to the winning of the game an exaggerated importance."

In Research Form A (page 76) high school girls were asked whether they participated in athletic activity during the first two days of menstruation. Table XIX indicates that 50 per cent of the girls said "Sometimes," 21 per cent said "Never," and 24 per cent said "Always." There seems to be quite a range of current practice in this respect. It is significant from the standpoint of reliability of answers that there is great similarity of response from girls in different years of enrollment in the same types of schools. It is interesting to note that 14 per cent of the girls in city district schools said "Never" compared with 29 per cent of the girls in exempted village and county district schools. It might be implied that girls in city district schools are not as cautious in athletic participation during the menstrual period.

In Research Form C (pages 89-90) the material sent to experts included the statement that there does not seem to be enough agreement among experts to warrant the setting of definite rules of conduct in this respect. It was also explained that the subject should not be avoided and that it seems important to find some guide for the school situation. It was suggested that participation in athletics during the menstrual period should be guided by the physical condition of the girl and her health history record. It was also suggested that physical strenuous activities of the highly competitive type should be avoided during the first two days of menstruation, but normal activity encouraged. All experts who checked this point were in complete

* Perrin, Ethel. "Health Safeguards for Girls and Women." Article in *Monograph on Athletics for Girls and Women*, edited by Helen L. Coops. To be published by the American Physical Education Association, 1932.

TABLE XIX

**ANSWERS OF OHIO HIGH SCHOOL GIRLS TO THE QUESTION,
"DO YOU TAKE PART IN ATHLETICS DURING THE
FIRST TWO DAYS OF MENSTRUATION?"**

(Research Form A)

Answers of High School Girls	Classification According to School Year of Enrollment									
	9th year		10th year		11th year		12th year		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
City District										
High Schools										
Never	172	16	137	13	126	13	116	15	551	14
Sometimes	464	42	504	47	469	48	408	52	1845	47
Always	376	34	398	37	346	36	228	30	1348	35
Unanswered	86	8	23	3	33	3	27	3	169	4
Totals	1098	100	1062	100	974	100	779	100	3913	100
Exempted Village and										
County District										
Schools										
Never	381	32	323	29	250	28	3	6	957	29
Sometimes	609	52	600	53	481	54	30	64	1720	53
Always	126	11	149	13	105	12	12	26	392	12
Unanswered	59	5	54	5	62	6	2	4	177	6
Totals	1175	100	1126	100	898	100	47	100	3246	100
All Types of High										
Schools										
Never	553	24	460	22	376	20	119	14	1508	21
Sometimes	1073	50	1104	50	950	51	438	53	3565	50
Always	502	22	547	23	451	24	240	29	1740	24
Unanswered	145	4	77	5	95	5	29	4	346	5
Totals	2273	100	2188	100	1872	100	826	100	7159	100

approval of the principle as stated. The only comments made were references to recently related studies supporting the general point of view. It was agreed that this statement would not attempt to solve the problem but that it could well be accepted as a guide for the present.

Summary

1. When asked whether they had ever had a physical examination given at school, 62 per cent of the girls responded in the affirmative. When asked whether a doctor had ever examined their hearts to decide whether or not they should play in a game, 53 per cent of the girls responded in the affirmative.

Experts seem to agree with the principle that classification of girls for athletic purposes should be based upon knowledge of their physical condition and their health history record. Some experts think that all details of the already existing state standards for health and physical education are not practical for the athletic situation, because a woman physician is not always available.

2. Experts agree that out-of-door activities according to appropriate seasons of the year should be encouraged whenever weather permits.

3. When asked to specify the time scheduled for basketball practice periods and games in their schools, officials stated: (1) Interscholastic practice periods and games are commonly held in the evening, and usually preceding the boys' games; (2) Intramural practice periods and games are usually scheduled during the day.

Experts agree that all athletic practice periods and games should be held during daylight hours except in rare, occasional cases.

4. Officials in county district and exempted village schools state that their interscholastic basketball practice periods are conducted at noon hours or recess periods in 20 per cent of the schools. In 16 per cent of all schools the intramural basketball is scheduled at this time.

Experts agree unanimously that athletic practice periods and games should be planned without interference with regular meal hours.

5. Officials state that the average length of basketball interscholastic practice periods is 90 minutes, and the intramural period is 60 minutes.

Experts suggest that the length of the practice period should be based upon the nature of the activity and the frequency with which girls play.

6. The majority of experts agree that there should be no athletic participation on teams organized outside of the school. Some experts question the right of the school to interfere with personal liberty of the girls outside of school hours, regardless of the situation. Others approve of the idea but question its practical application until the school athletic system really embraces all pupils and is more extensive in type.

7. There seems to be no complete agreement among medical experts or education experts concerning the propriety of athletic participation of girls during the menstrual period.

When asked whether they participated in athletic activities during the first two days of the menstrual period, 50 per cent of the Ohio girls said "Sometimes," 21 per cent said "Never," and 24 per cent said "Always." The girls in city district schools are not as cautious in this respect as girls in other type schools.

All experts agree that: (1) Participation in athletics during the menstrual period should be guided by the physical condition of the girl and her health history record: (2) Physically strenuous activities and activities of the highly competitive type should be avoided during the first two days of the menstrual period but normal activity encouraged.

GENERAL SUMMARY: CONCLUSIONS AND RECOMMENDATIONS

CHAPTER VI

The several sections of the investigation have been summarized separately at the end of each chapter. It is the purpose of this chapter to present a general overview of the whole project and an indication of significant findings. The following factors are considered in order:

- I. The Set-Up of the Study.
- II. The Probable Values of the Study.
- III. The Recommended Standards and Policies.
- IV. Interpretation of the Standards and Policies for High School Administrators.
- I. **The Set-Up of the Study.**
 1. The four major problems of this investigation relate to:
 - a. The function of standards in general.
 - b. The function of the state in establishing standards.
 - c. The determination of a method of establishing reliable standards.
 - d. The selection of those phases of the school athletic program for which standards may propitiously be established.
 2. The purpose of this study is to ascertain and analyze certain significant facts concerning athletics in Ohio for the purpose of setting state standards for girls in the high schools.
 3. The contents of this study include an investigation of the following phases of the school athletic program for girls:
 - a. Selection of separate athletic activities and evaluation of their worth.
 - b. Responsibility of the school in organizing the athletic program.
 - c. Determination of health safeguards for the school athletic program.
 4. The importance and timeliness of this study are revealed through a survey of general related educational literature and an accounting of events in Ohio leading up to the undertaking of the project.
 5. The technique of the investigation is the questionnaire method, supplemented by extensive study of the literature of the field. This method was adopted when it seemed to be the only practical and reliable tool of research for the following reasons:
 - a. A great variety of information had to be gathered.
 - b. A large number of persons had to be approached.
 - c. It was necessary to gather this information in a short space of time.

6. The sources of data in this study are obtained from:
 - a. Research Form A, sent to 1,759 Ohio high school girls in order to obtain information concerning their athletic participation and preference.
 - b. Research Form B, sent to 659 Ohio high school officials in order to obtain information concerning current athletic programs.
 - c. Research Form C, sent to a selected group of 30 Ohio experts in health education, physical education, parent education and general education in order to obtain their judgment of the proper conduct of girls' athletics in high schools.
7. The reliability of the investigation may be indicated by the following facts:
 - a. The research forms were made as objective as possible and their construction was directed with the utmost of scientific accuracy.
 - b. An important group of professional persons sponsored the investigation and coöperated in the work.
 - c. The number and distribution of research form returns indicate that a substantially representative number of recipients responded in the surveys.
 - d. Further reliability is indicated by the extent of the study, the representative response and the method of classifying data.
8. The following definitions are used meaningfully in this study:
 - a. Standards in girls' athletics are those rules of conduct established and agreed upon by authority in the light of existing conditions, which shall serve as a guide in the conduct of athletic activities for girls in Ohio high schools.
 - b. The school athletic program includes both the required physical education class work and after-school athletic activities.
 - c. Athletic activities are those physical play activities which are variously characterized as team games or individual and dual sports.
 - d. The term high school refers to Grade 1, public, four-year high schools of Ohio and includes the 9th, 10th, 11th and 12th year of enrollment.

I. The Probable Values of the Study.

1. From the standpoint of methodology the set-up of the study presents a technique for establishing standards in the field of athletics. The suggested technique consists of the following steps:
 - a. Careful study of literature of the field.
 - b. Survey of current practice in order to ascertain present conditions.

- c. Study of the participation and preference of pupils in order to know more of their needs, interests, and abilities.
 - d. Analysis of expert opinion in order to be guided by the judgment of professionally trained and experienced minds.
 - e. Evaluation of all available facts in order that the conclusions reached by the investigator can be truly established as rules of conduct approved by social analysis and applicable to the needs, interests, and abilities of pupils.
2. From the standpoint of material content the study provides needed standards for girls' athletics in Ohio high schools. These standards are given in detail on pages 60-65 of this chapter.
 3. From the standpoint of further study it is hoped that this investigation will serve in the capacity of breaking the ground for more extensively constructive work in the field indicated. In view of the problems growing out of this investigation it is especially recommended:
 - a. That further study of standards be made from the standpoint of sizes and types of high schools.
 - b. That each separate standard be studied more in detail from the standpoint of its application to local situations.
 - c. That more detailed investigation be conducted to determine preference of girls in athletic activities and the reasons for them.
 - d. That more extensive study be made of leisure time activities.
 - e. That more research be encouraged which will provide data for scientific health safeguards. Particular attention is called to the effect of jumping upon girls, the proper activity during the menstrual period, and the questioned benefits of highly competitive games.
 - f. That further analysis be made of the proper status of athletic activity in the school curriculum.
 4. From the standpoint of educational theory this study contains significant information which may aid in determining the status of athletic activity in the school curriculum. The following opinions represent the best thought and judgment that the investigator can give to the summary of the data from the standpoint of their educational implications.

Health is one of the accepted cardinal aims of education at the present time.* The term health indi-

* Cardinal Principles of Secondary Education. Report of Commission on the Reorganization of Secondary Education, appointed by the National Education Association. Bulletin No. 35, 1918. Washington, Bureau of Education, pp. 11-12.

cates a state of intellectual and physical fitness which contributes to the development of a good potential scholar. It is generally conceded that athletic activity may be a contributing factor in the health of pupils. On the other hand athletic activity, improperly guided and directed, may become a destructive and even a menacing influence from the standpoint of health. Since athletic activity is both universally practiced and popularly received by high school girls, it is obviously the duty of the school to investigate the nature of this activity and to determine its exact status in the school curriculum.

The desire to engage in some form of athletic activity and the resulting satisfaction from suitable participation are two characteristics common to the majority of normal girls of high school age. Regardless of the question whether the high school is primarily intellectual or a socializing agency, it remains clear that the school must integrate its curriculum in terms of vital pupil needs and interests. The possible educational bearing of athletic activity and its potential contribution to worthy fulfillment of pupil needs and interests are two significant factors which cannot be ignored by the school which accepts or investigates modern educational theory.

It is suggestive in this respect to note the frequent terms in popular educational phraseology. It is not uncommon to hear arguments concerning the **control** of athletics in the school, implying that this activity represents a force which must be curbed or restrained. At the same time one hears of **direction** in the teaching of mathematics, implying that this activity constitutes an unquestioned integral of the school curriculum which needs only careful guidance or manipulation. It is the belief of the investigator that the main reason for this popular use of terms is that school administrators have not always assumed their obligations to manage and conduct school athletic activities with all due authority and responsibility. Not being sure of its curricular justification they have been willing to let it develop under the direction of individuals or groups not particularly concerned with its educational bearing. The widespread and unexpected development of athletics in this country has placed these administrators in the position of having to reexamine this activity from the standpoint of its educational implications or else legislate it out of existence in the schools.

Savage, in his Carnegie Foundation Report,* answers this question: "There can be no question of

* Savage, Howard J. American College Athletics. Bulletin No. 23 of the Carnegie Foundation for the Advancement of Teaching. New York: 1929. P. 33.

abolishing college athletics, nor should there be. What can be looked for is a gradual establishment through concrete action of a few general principles, to which all men would agree in the abstract. Even this slow change will be impossible without the sanction of an enlightened college and public opinion." Savage refers to the college but the statement applies similarly to the high school situation. This report contains frequent reference to "educational athletics." The term is commonly used in recent professional literature and refers to the conduct of an athletic program which has for its aim the genuine benefit of the individual, and which is fully cognizant of this aim from the standpoint of educational objectives. It is to educational athletics that the material of this study applies and it is the belief of the investigator that they will never be legislated entirely out of existence in an American school system.

If educational athletics, designed to satisfy vital pupil needs and interests, take their proper place as an established integral of the school curriculum the main problem is proper direction and manipulation rather than control. Progress is possible only when high school administrators are willing to make a clear assessment both of policy and purpose in the light of the best available standards. Such an assessment must be based upon thorough scrutiny of aims, objectives, subject matter content and the general principles which underlie athletic activity. The present study is offered as a contributing step in the suggested scrutiny by presenting a picture of current practice and a detailed expression of opinion concerning it.

Finally, it is proposed that these standards constitute a challenge to school officials who are shaping the destinies of their educational programs. The standards refer to the significant scope of girls' athletic activity and to the universal pupil interest in the program. It is obvious that these factors can be commercialized for the benefit of school or community publicity by loyal or well-meaning persons ignorant of the educational implication. On the other hand this dynamic force can be swung into profitable educational channels if it is brought to light and placed in its proper curricular status. It is hoped that these standards will be a definite contribution in helping to determine the logical place of athletic activity for girls in the high school programs of Ohio.

STATE OF OHIO
STANDARDS FOR GIRLS ATHLETICS IN SECONDARY
SCHOOLS

(9th, 10th, 11th and 12th years)

1933

STANDARD I—SELECTION OF THE SEPARATE ATHLETIC ACTIVITIES FOR THE SCHOOL PROGRAM SHOULD BE BASED UPON KNOWLEDGE OF THEIR RELATIVE IMPORTANCE AND THEIR VALUE TO THE INDIVIDUAL GIRL.

The following activities are recommended for high school girls, and are arranged in order of their relative importance. For convenience in handling, the activities are arranged in three general groups.

I. Individual and Dual Athletic Activities.

The most important activities in this group are:

1. Swimming
2. Tennis
3. Hiking
4. Golf
5. Horseback Riding
6. Archery

The following activities are also recommended but are judged not as important as the first six denoted above:

1. Deck Tennis
2. Horseshoe Pitching
3. Dash (Running Races)
4. Handball
5. Badminton
6. Bowling
7. Skating

The following activities are individual activities involving the elements of team games. They are recommended after the activities denoted above:

1. Basketball Throw for Distance
2. Baseball Throw for Distance
3. Basketball Foul Shooting

II. Team Games of High Degree of Skill.

The following games are recommended for high school girls, and are arranged in order of their relative importance:

1. Volleyball
2. Baseball
3. Basketball

The following games are recommended after the three denoted above, but modification in rules concerning length of

playing period, size of field and amount of substitution should be observed for high school girls:

1. Field Hockey
2. Soccer
3. Speedball

III. **Team Games of Low Degree of Skill.**

The following games are generally considered preliminary games involving the practice elements of games of high degree of skill. They are recommended for high school girls when they are used in this capacity.

1. Kickball
2. Dodgeball
3. Captainball
4. Keep Away
5. Centerball
6. Endball

A more complete list includes the following games although they are not as generally popular as the six denoted above. The order of ranking is not as significant as in other types of activities because these games are not radically different in construction.

1. German Batball
2. Newcomb
3. Libertyball
4. Punchball
5. Overtake
6. Crisscross
7. Obstacle Relays
8. Giant Basketball
9. Nine-court Basketball
10. Pin Guard
11. Hit Pin Baseball
12. Line Soccer
13. Bombardment

STANDARD II—ORGANIZATION AND ADMINISTRATION OF ALL ATHLETIC ACTIVITIES SHOULD BE ENTIRELY IN THE HANDS OF SCHOOL AUTHORITIES AND SHOULD CORRESPOND IN DETAIL WITH GENERAL EDUCATIONAL POLICIES. THE SCHOOL SHOULD STATE CLEARLY THAT THE PURPOSE OF THE ATHLETIC PROGRAM IS THE WELFARE OF THE INDIVIDUAL GIRL, AND SHOULD ACCOMPANY THIS ASSESSMENT OF PURPOSE WITH DEFINITE DELEGATION OF RESPONSIBILITY AND JURISDICTION.

The following directions are recommended in the organization of the high school athletic program for girls:

I. **School authorities should determine the purpose and function of the athletic program according to the following stated policies:**

1. The ultimate justification of any athletic program is the welfare of the individual girl considered in relation to the needs of society.
2. A clear assessment of this policy should be made by school authorities, accompanied by a definite delegation of responsibility and jurisdiction. This delegation of authority includes the following policies:
 - a. All athletic activity should be a part of the general physical education program of the school and under the supervision of those teachers who have this subject in charge. After-school activities should be for the most part an outgrowth of regular class work in physical education.
 - b. The administration of the school athletic program should be in the hands of teachers with professional training in health and physical education. (See Ohio Standards on Health and Physical Education in Secondary Schools.) In all city district and exempted village schools this program should be carried on by professionally trained women. This policy should be observed as far as possible in county district schools, but in all cases should a woman member of the faculty be responsible for the detailed welfare of the girls' athletic program.
 - c. The school athletic association should be a coöperative organization of pupils and teachers, operating according to these standards. If a local "point system" is devised it should be for the purpose of stimulating, guiding, and limiting athletic activities according to these standards.
3. The promotion of the athletic program and the successful enforcement of policies depend partially upon public enlightenment and the resulting mutual understanding of aims. The school should realize that the main sources of such support are through the coöperation of parent-teacher organizations and through the control of general publicity in the community, and should take steps to bring about this understanding.
4. Facilities and equipment for the athletic program should be provided by the school or rented as completely as its financial condition will permit. Minimum facilities include outdoor play space, lockers, and bathing facilities. A gymnasium, swimming pool, and tennis courts should be obtained whenever possible.

II. School authorities should plan a varied and extensive program of athletic activities, ranging in number and selection in proportion to the size of the school. In order that no one activity be over-emphasized to the point of excluding all other activities the following

directions are given as guides. Instruction and supervision should provide for each girl, according to her physical ability:

1. Participation in a number of different types of activity in order to ensure a wide knowledge of athletics and thus to broaden appreciation.

Suggested requirement: Knowledge of and participation in at least two individual or dual sports, two team games of high degree of skill, and two team games of low degree of skill.

2. Special proficiency in at least one activity to be selected by the girl in order to ensure acquisition of skill in an activity which is judged desirable and satisfying to her at the time.

Suggested requirement: Demonstration of skill either by special skill test, team membership, or participation in play day or school demonstration.

3. Interest in athletic activities of the type that are most apt to be carried on in present leisure time and in later leisure time in order to provide for after-school life.

Suggested requirement: Knowledge of at least one of the following activities—swimming, tennis, hiking, horseback riding, or golf.

4. Direction in choice of activities for appropriate year levels in order to provide satisfactorily for the general age interests and abilities of girls.

Suggested requirements: Team games of high degree of skill, with the exception of volleyball and baseball, should be limited to the third and fourth years of high school. Team games of low degree of skill should in most cases be confined to the first and second years of high school.

STANDARD III—ADEQUATE HEALTH CONSIDERATIONS AND SAFEGUARDS IN THE ATHLETIC PROGRAM FOR GIRLS SHOULD BE PROVIDED BY THE SCHOOL.

The following directions are recommended as guides in the provision of health considerations and safeguards in the school athletic program:

- I. Classification of girls for athletic purposes should be based upon knowledge of their physical condition and their health history record.
- II. Athletic activities according to appropriate seasons of the year should be held out-of-doors whenever the weather permits.
- III. All athletic practice periods and games should be conducted during daylight hours except in rare, occasional cases.
- IV. Both practice periods and games should be planned without interference with regular meal hours.

- V. The length of the after-school athletic period should be guided by the nature of the activity in which the girl participates. Undue physical fatigue shall be avoided in all cases and the recreational value of athletics through wholesome physical activity should be stressed.
- VI. The after-school athletic program should be comprehensive to the extent that participation on teams organized outside of the school would be considered unnecessary and undesirable by high school girls. The school has no responsibility for the supervision of standards for such teams.
- VII. Participation in athletics during the menstrual period should be guided by knowledge of the physical condition and health history record of the girl. Physically strenuous activities and activities of the highly competitive type should be avoided during the first two days of menstruation, but normal activity encouraged.

INTERPRETATION OF THE STANDARDS AND POLICIES

To the school administrator in charge of the girls' athletic program:

Standards for the conduct of girls' athletics in Ohio secondary schools are presented herewith. In order to define the purpose of the standards and to explain their use, the following interpretation is made. (1) Definition and purpose of the standards and policies; (2) Suggestions for practical application; (3) Significance.

(1) **Definition and purpose of the standards and policies.** The **standards** are statements of the best professional opinion in Ohio regarding general underlying principles of the girls' athletic program in the high schools. They have been made after careful survey of existing conditions in Ohio, and represent only those points upon which experts agree. The **policies** are suggestive guides which are designed to interpret the standards. They present methods of procedure, recommended by authority, which should be used in the effective application of the standards.

The **purpose** of establishing standards and policies is to present a complete picture of the relation of girls' athletics to the general educational policies of high schools.

The **personnel** of the committee which established the standards and policies is indicated in the enclosed list (pages 73-74). The personnel indicates that the problems of girls' athletics have been studied carefully from the various standpoints of general education, physical education, health education, and parent education.

(2) **Suggestions for practical application of the standards and policies.** It is recommended that these standards and policies be used mainly in reëxamination of existing athletic programs. At the present time when various integrals of the school curriculum are being re-

evaluated from the standpoint of their educational value, these standards should take an important part in the general movement by giving an accurate and detailed picture of what is termed "educational athletics" in the school program.

For schools which have a limited athletic program for girls, the standards may serve as models underlying more extensive program construction. The proper scope and emphasis of girls' athletics are indicated in terms of program content and of organization principles.

Recently a number of schools have expressed a desire for a "point system" which shall stimulate, guide, and limit athletic activity within the school program. Such a point system is effective when it is a local development, arising out of the needs of the local situation, and designed in terms of the size of the school, and the scope of the program. The standards may be used as a basis for such point system construction by indicating important points to be considered. The individual school need only assign numerical rating values to these points, and then keep separate records for individuals.

(3) Significance of the standards and policies. These standards and policies include references to all existing general standards or rules of conduct established by the Ohio State Department of Education and the Ohio High School Association. They serve to interpret the general standards and indicate their application to the special field of girls' athletics.

Perhaps the greatest significance of these standards and policies lies in their implied challenge to Ohio high school authorities to make a clear assessment of the purpose of their individual athletic programs for girls and, in some cases, to reshape these programs according to recognized educational ideals. The standards and policies do not contain a rigid prescription of practice; they may be regarded as general rules or models that may be applied individually by schools according to their local situations.

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APPENDIX A

**Members of Committees Conducting Survey on
Standards for Girls' Athletics in Ohio High Schools.**

Executive Committee

- MISS HELEN L. COOPS, *Chairman*,**
Associate Professor of Physical Education,
University of Cincinnati.
- MISS GRACE B. DAVIESS,**
Chairman of State Committee, National Amateur Athletic Federation,
Women's Division,
Assistant Professor of Physical Education,
University of Cincinnati.
- DR. D. OBERTEUFFER,**
Supervisor of Health and Physical Education,
Department of Education, State of Ohio.
- MR. H. R. TOWNSEND,**
Commissioner of Ohio High School Athletic Association,
Columbus.

Advisory Committee

- MR. CHARLES BARTHELMEH,**
Superintendent, Butler County Public Schools,
New Philadelphia.
- MR. O. C. BIRD,**
Professor of Physical Education,
Ohio University.
- MR. JOSEPH W. FICHTER,**
Superintendent, Butler County Public Schools,
Hamilton.
- MISS HARRIET V. FITCHPATRICK,**
Supervisor of Physical Education for Girls in Junior and
Senior High Schools.
Cleveland.
- DR. CARTER V. GOOD,**
Professor of Education,
University of Cincinnati.
- MISS KATHERINE HERSEY,**
Assistant Professor of Physical Education,
Ohio State University.
- MR. H. F. KENDALL,**
Superintendent, Lake County Educational Department,
Painesville.
- MISS GERTRUDE MANCHESTER,**
Head of Department of Physical Education for Women,
Ohio Wesleyan University.
- DR. GERTRUDE MOULTON,**
Director of Department of Physical Education for Women,
Oberlin College.
- DR. CHARLES A. NEAL,**
Director of Health,
Ohio State Department of Health.
- DR. ROBERT G. PATTERSON,**
Executive Secretary,
Ohio Public Health Association.

MISS HAZEL REX,
Assistant Director of Physical Education,
Board of Education, Toledo.

MR. F. E. REYNOLDS,
Secretary,
Ohio Educational Association.

MRS. HAMILTON SHAFFER,
President,
Ohio Congress of Parents and Teachers.

MR. CHARLES A. WILT,
Superintendent, Darke County Public Schools,
Greenville.

General Committee

MISS MILDRED BRUCKHEIMER,
Director of Health and Physical Education for Women,
Ohio Northern University.

DR. ANN L. BUNTIN-BECKER,
Director of Health,
Ohio Congress of Parents and Teachers.

MR. H. G. DANFORD,
President, Ohio State Society of the American Physical
Education Association.
Director of Health and Physical Education,
Lima Public Schools.

MISS ANNA DRAKE,
Assistant Secretary, Public Health Education,
Cincinnati.

MISS MYRTLE ELDREDGE,
Department of Physical Education,
Dayton Public Schools.

MISS MARION KEMBLE,
Director of Physical Education and Dean of Girls,
Elyria High School,
Elyria.

DR. W. R. MORRISON,
Professor of Physical Education,
Oberlin College.

MR. WALTER PEOPLES,
Assistant Principal,
Withrow High School,
Cincinnati.

MISS EMILY PETERSON,
Director of Physical Education and Dean of Girls,
Grandview Heights High School,
Columbus.

MISS RUTH PURCELL,
Department of Physical Education.
Lockland High School,
Lockland.

MISS MARJORIE WHITLOCK,
Department of Physical Education,
Lakewood High School,
Lakewood.

APPENDIX B

QUESTIONNAIRE FORMS USED IN THE STUDY

RESEARCH FORM A

OHIO STATE COMMITTEE HIGH SCHOOL STANDARDS IN GIRLS' ATHLETICS

To be filled in by girls in Ohio Schools, 1930-31 (unsigned)

Directions

1. You do not need to sign your name.
2. Read the following list of athletic activities and check (✓) in
 Column A: Those activities in which you participated during your regular physical education classes **this year**.
 Column B: Those activities **arranged for by the school**, in which you participated at least five times **after school hours**.
 Column C: Place the figure 1 in this column after the activity which you enjoyed most this year at school. Place the figure 2 after the activity you think you would enjoy most, whether you have ever tried it or not.
3. Follow directions as given on page 2.

	Column A (Physical Education classes)	Column B (After-School Hours)	Column C (Enjoyed most)
Baseball			
Basketball			
Field Hockey			
Soccer			
Speedball			
Swimming			
Tennis			
Volleyball			
Baseball throw (distance)			
Basketball throw (distance)			
Basketball (foul shooting)			
Broad jump			
High jump			
Hurdling races			
Running races			
Captain ball			
Center ball			
End ball			
German bat ball			
Dodge ball			
Kick ball			
Keep away			
Punch ball			
Newcomb			
Liberty ball			
Archery			
Golf			
Rifle shooting			
Hiking			
Horseback riding			
Horseshoe pitching			
Tumbling and stunts			
Dancing: Folk			
" Rhythmic or natural			
" Gymnastic			
" Clog or tap			
Activities not listed			

Research Form A

Read the following list of athletic games, and mark with a check (✓) in the columns if you played on any kind of a team this year in school.

	Member of the School Team	Member of a Class Team or Room Team
Baseball
Basketball
Centerball
Fieldball
Field Hockey
Kickball
Speedball
Swimming
Tennis
Track and field
Volleyball

Is there a regularly organized Girl's Athletic Association in your school?

Yes..... No.....

Are you a member of this association?

Yes..... No.....

Would you like to keep on playing the same athletic games after you graduate and are through with school?

Yes..... No.....

Have you ever had any kind of a physical examination given at school?

Yes..... No.....

Has a doctor ever examined your heart to decide whether you should play or not in any game?

Yes..... No.....

Do you take part in games or athletics during the first two days of your monthly period? (Menstruation)

Never

Sometimes

Always

What is the name of your school?.....

What is the address of your school?.....

What class are you now in?

Freshman

Sophomore

Junior

Senior

Please return by **May 30th** to:
Professor Helen L. Coops
University of Cincinnati
Cincinnati, Ohio

RESEARCH FORM B

Ohio State Committee
High School Standards in Girls' Athletics
GIRLS' ATHLETICS IN OHIO HIGH SCHOOLS
1930-1931

(To be filled in by the principal or his representative)

Name of School.....City or Exempted
VillageCounty

Name of person making this report.....

Official Position of person making this report.....

For each athletic activity listed below, read across the page and check in each column to describe the "girls' activities" in your school.

COLUMN A: Check those activities for which you have a school team which plays against other schools or outside groups. After the check state the number of games played by that team during the last season.

COLUMN B: Check those activities for which a man does the coaching.

COLUMN C: Check those activities for which you have teams organized within the school (class teams, room teams, or other such intramural groups.) In each case state the number of teams.

COLUMN D: Check those activities which are taught in regular gymnasium or physical education periods.

	COLUMN A School Teams: Number of games played	COLUMN B Man Coach	COLUMN C Intramural Teams: Number of teams in school	COLUMN D Athletics taught in regular physical education period
Baseball				
Basketball				
Centerball				
Field Hockey				
Fieldball				
Kickball				
Soccer				
Speedball				
Swimming				
Tennis				
Track and Field				
Volleyball				

Check in Column A of the following list the facilities included in the school plant; check in Column B the facilities borrowed or rented outside the school plant.

	COLUMN A School Facilities	COLUMN B Outside of School
Athletic Field (Girls' use only)		
(Shared with Boys)		
Swimming Pool (Girls' use only)		
(Shared with Boys)		
Indoor Gymnasium (Girls' use only)		
(Shared with Boys)		
Playground (For free play)		
Tennis Courts (Number)		

BASKETBALL

The following questions refer to girls' basketball. Check those columns which describe your school situation. If basketball is not included in your athletic program leave the entire page blank.

COLUMN A: Refers to a school basketball team which plays against other schools or outside groups.

COLUMN B: Refers to intramural teams (class teams, room teams or other groups playing **within** the school).

	COLUMN A School Team	COLUMN B Intramural Teams
What rules do you use?		
Girls' rules		
Boys' rules		
Modified rules		
What eligibility requirements do you have?		
Physical examination		
Academic scholarship		
Written permission from home.....		
Passing of skill tests		
Training rules		
How many times a week do you practice?.....		
What is the length of practice periods?.....		
What time of day do you practice?		
During physical education classes.....		
After school in the afternoon.....		
Noon hours or recess periods.....		
Evenings		
Saturdays		
When do you play scheduled games?		
During physical education classes		
After school in afternoon.....		
Noon hours or recess periods.....		
Evenings		
Saturdays		
Preceding boys' game		
What awards do you give?		
School letter		
Class numeral		
Chevron		
Cup or plaque		
Personal jewelry		
Other insignia (designate)		

Please return by MAY 15th to:
 Professor Helen L. Coops
 University of Cincinnati
 Cincinnati, Ohio

RESEARCH FORM C

"STANDARD I. PROGRAM OF ATHLETIC ACTIVITIES:

"A. Choice of the separate athletic activities of the program shall be based upon expert professional judgment of their relative importance, but such choice may be guided by an expression of general student participation and preference.

"The following activities are recommended for high school girls, and they are arranged in rank order of importance according to the above method of choice.

"1. Individual sports

.....

.....

"2. Team games of high degree of skill

.....

.....

"3. Team games of low degree of skill

.....

.....

The following information pertains to the choice of "1. Individual sports."

The national committee of experts set up by the White House Conference expressed its opinion of the relative value of certain athletic activities. In the Ohio survey, 7,000 high school girls were asked to state their preference for different athletic activities. The tabulation pertaining to individual sports follows:

Activities listed in the order
of importance, according to
the judgment of experts

Total percent of girls designat-
ing the activity they "think
they would enjoy most"

1. Swimming	26%	Tennis
2. Tennis	22%	Swimming
3. Hiking	17%	Horseback riding
4. Golf	11%	Golf
5. Horseback riding	5%	Hiking
6. Archery	5%	Archery
7. Dash	4%	Rifle shooting
8. Basketball throw	4%	Horseshoe pitching
9. Baseball throw	1%	Tumbling and stunts
10. Rifle shooting	1%	High jump
11. Running broad jump	1%	Dash
12. Hurdling	1%	Hurdling
13. Standing broad jump	-1%	Broad jump
14. High jump	-1%	Basketball foul shooting
	-1%	Basketball throw
	-1%	Baseball throw
	* -1%	Deck tennis

* The percentage for deck tennis was not tabulated because it was not on the original list sent out with the questionnaire.

It is interesting to note that there is a remarkable similarity between the stated preference of girls and what the experts think they should do. The first six activities chosen are practically the same in both instances. It suggests that if high school girls could follow their own desires, they would select the activities which experts consider best for them. It also gives considerable backing to the recommendation that the list here stated by experts be taken as a guide.

The experts listed four activities as **least** important in their opinion:

1. Running broad jump
2. Hurdling
3. Standing broad jump
4. High jump

An analysis of the Ohio survey shows that high school girls give a very low ranking to these four activities and express practically no interest in them. The survey shows that girls participate in these four activities to a great extent in their required physical education classes, but they do not engage in them to any extent in after school periods. When the girls were asked what activity they enjoyed most during the year, these activities were rarely mentioned. This information suggests that these four activities might be omitted from our own list of recommended activities.

Further study of the Ohio survey shows that the girls indicated four activities which were not on the original list sent to the experts for judgment. They are:

1. Horseshoe pitching
2. Tumbling and stunts
3. Basketball foul shooting
4. Deck tennis

An analysis of participation and preference indicates that all four of these activities have a fair amount of popularity, although figures are not available for deck tennis because it is a recent addition to the program in most instances. Although it was not on the original list sent to the girls on the questionnaire, a number of girls wrote the name of the activity on the blank space provided for "other activities."

To the members of the Ohio committee:

In the light of the information given above, and from your own opinion, will you indicate your answer to the questions below?

1. **Do you approve of dropping the four activities judged least important by experts, from our own approved list?**

(Running broad jump) _____
Yes or No

(Hurdling) _____
Yes or No

(Standing broad jump) _____
Yes or No

Research Form C

(High jump)

Yes or No

2. Do you favor the inclusion of the four activities indicated by girls, in our own approved list?

(Horseshoe pitching)

Yes or No

(Tumbling and stunts)

Yes or No

(Basketball foul shooting)

Yes or No

(Deck tennis)

Yes or No

3. Will you indicate your own opinion of the final list of recommended activities, listed in rank order of importance? The list given by the experts is given below as a guide, and the activities in question listed on the right. Insert activities where you think they belong, and number the final list.

Swimming

(Horseshoe pitching)

Tennis

(Tumbling and stunts)

Hiking

(Basketball foul shooting)

Golf

(Deck tennis)

Horseback riding

Archery

Dash

(Running broad jump)

Basketball throw

(Hurdling)

Baseball throw

(Standing broad jump)

Rifle shooting

(High jump)

The following information pertains to the choice of "2. Team games of high degree of skill."

The national committee of experts listed the following four activities in order of relative importance:

1. Volleyball
2. Field hockey
3. Baseball
4. Basketball

In the Ohio survey the following information concerning the participation and preference of girls was obtained:

Total percent of girls participating in activities during physical education period

77% Baseball
66% Basketball
64% Volleyball
26% Soccer
6% Speedball
4% Field hockey

Total percent of girls participating in activities at least five times after school hours

32% Basketball
24% Baseball
14% Volleyball
3% Soccer
2% Field hockey
1% Speedball

Total percent of girls designating activity as "enjoyed most during the past year"

39% Basketball
27% Baseball
11% Volleyball
2% Soccer
1% Field hockey
1% Speedball

Total percent of girls designating activity they "think they would enjoy most"

9% Basketball
4% Baseball
4% Volleyball
2% Field hockey
2% Soccer
1% Speedball

To the members of the Ohio committee :

From the standpoint of your own opinion and any of the above information which you may care to use,

Which team games of high degree of skill would you include in a list of recommended activities for high school girls? The following list is given as a guide. Number the activities from your own opinion of their importance: cross out those you wish to omit and add any not included here.

Baseball
Basketball
Volleyball

Soccer
Field hockey
Speedball

The following information pertains to the choice of "3. Team games of low degree of skill."

In the Ohio survey not much significant information can be obtained from an analysis of girls' preference. These team games of low degree of skill are not included in any relative amount in the extra-curricular program. They are not as popular as the other types of activities when any choice is given. The only list on which they appear with any great emphasis is that of the regular physical education classes. It may be inferred that the reason for this is that these are elementary games, leading up to the more highly skilled activities and involving elements of practice for them.

In some cases there seems to be a local preference for certain games, such as centerball near Cincinnati and libertyball near Toledo. This local popularity cannot be denoted in the complete list of general participation which follows:

Total percent of girls participating in activities during the regular physical education periods

49% Dodgeball
33% Kickball
19% Keep away
14% Centerball
12% Endball
11% Captainball

9% German batball
 5% Newcomb
 4% Libertyball
 3% Punchball

To the members of the Ohio committee:

From the standpoint of your own opinion and any of the above information which you may care to use,

Which team games of low degree of skill would you include in a list of recommended activities for high school girls? The following list is given as a guide. Number the activities from your opinion of their importance: cross out those you wish to omit and add any not included here.

Dodgeball
 Kickball
 Keep away
 Centerball
 Endball

Captainball
 German batball
 Newcomb
 Libertyball
 Punchball

"STANDARD I. PROGRAM OF ATHLETIC ACTIVITIES:

"B. The athletic program shall be varied and extensive, ranging in number of activities in proportion to the size of the school: in no case shall one sport be overemphasized. Instruction and supervision shall provide for each girl, according to her physical ability,

- "1. Participation in different types of activity, in order to ensure a wide knowledge of athletics and thus broaden appreciation.
- "2. Special proficiency in at least one of these activities selected by the girl, in order to ensure acquisition of a skill in an activity which is judged desirable and satisfying to her at the time.
- "3. Interest in athletic activities which can be carried on after school days are past, in order to provide for leisure time in later life.

The following discussion pertains to "1. Participation in different types of activity."

It is suggested that the most effective method of ensuring extensive participation for all girls is to require knowledge of at least the following:

Two individual sports
 Two team games of high degree of skill
 Two team games of low degree of skill
 One rhythmic activity.

Choice of activities would depend upon the local school program; the requirements would be the same in all schools but the variety of choice would increase according to the size of the school and the number of activities offered. The significance of this point lies in the implication that an athletic program offering just one activity such as basketball, is not justified.

To the members of the Ohio committee:

Do you approve of the point as outlined in Standard 1, above, "Participation in different types of activity"?

.....
Yes or No

Do you approve of making the specified requirement of

Two individual sports

.....
Yes or No

Two team games of high degree of skill

.....
Yes or No

Two team games of low degree of skill

.....
Yes or No

One rhythmic activity

.....
Yes or No

The following discussion pertains to "2. Special proficiency in at least one of these activities."

It is suggested that the definition of "special proficiency" be left to the school. Any one of the following means might be employed in individual cases:

Special skill tests

Playing in regularly scheduled games

Extensive participation over a period of time

To the members of the Ohio committee:

Do you approve of the point as outlined in Standard 1, above, "Special proficiency in at least one of these activities"?

.....
Yes or No

The following discussion pertains to "3. Interest in athletic activities which can be carried on after school days are past."

Again it is suggested that the details of this standard be left to the school. The significance of the point lies in the fact that not enough emphasis in the past has been placed on activities that have meaning in later life. In too many schools this side of the athletic program has been neglected. The popularity of individual activities among girls and the professional recognition of their importance is providing more and more place for them in the athletic program.

An analysis of the comparative cost of facilities and equipment makes it evident that this is the reason for their present lack of development. Increasing recognition of their importance is speeding their growth, but it seems wisest at present to continue the emphasis rather than to set detailed standards of accomplishment.

Along this line it is interesting to note the following figures which indicate development in Ohio:

<u>Athletic facilities provided</u>	<u>Part of school plant (total %)</u>	<u>Borrowed or rented outside (total %)</u>
Swimming pool	5% of schools	3% of schools
Tennis courts	31% of schools	26% of schools
(Average number of courts)	2	1

To the members of the Ohio committee:

Do you approve of the point as outlined in Standard 1, above "Interest in athletic activities which can be carried on after school days are past"?

.....
Yes or No

"STANDARD I. PROGRAM OF ATHLETIC ACTIVITIES:

"C. The program shall be graded and arranged according to general age interests and abilities of girls.

"Certain activities listed under A above are reclassified below according to the school year in which they may most properly be presented."

The following discussion pertains to the choice of activities which may most properly be presented at designated age levels.

It is suggested that certain activities belong primarily in the first two years of high school and certain others in the last two years. Tumbling and team games of low degree of skill belong in this first classification; rhythmic dancing and team games of high degree of skill belong in the second.

An analysis of participation in Ohio schools supports this suggestion with the following exceptions. Volleyball and baseball hold interest through all four years, while soccer seems to be more popular in the first two years.

An analysis of the stated preference of Ohio girls corresponds in all cases with participation with the one exception of basketball. Freshman and sophomore girls indicate that they are fully as interested in basketball as the upper-class girls. On the other hand there are a good many experts who think that basketball does not belong in the first two years of high school.

From a consideration of the above information, the following suggestion is offered:

1. Activities primarily for the 9th and 10th years:
 Tumbling
 All team games of low degree of skill.
2. Activities primarily for the 10th and 11th years:
 Rhythmic dancing
 All team games of high degree of skill, except baseball and volleyball.

To the members of the Ohio committee:

Do you approve of the suggestion contained in the last paragraph above? Specify otherwise.

.....
 Yes or No

"STANDARD II. ORGANIZATION AND ADMINISTRATION OF THE ATHLETIC PROGRAM:

- "A. Policies of organization. Administration of all athletic activities shall be entirely in the hands of school authorities, and shall correspond in all detail with the general educational policies of the school.

To the members of the Ohio committee:

The following points in connection with "Policies of organization" are quoted from the tentative outline submitted to the committee. They are self-explanatory and a more detailed application is not made. Will you check your approval or disapproval after each point and add any comment?

- "1. The ultimate justification of any athletic program is the welfare of the individual girl: a clear assessment of this purpose shall be made by school authorities, accompanied by a definite delegation of responsibility and authority.

.....
 Yes or No

- "2. The successful enforcement of such a policy depends upon public enlightenment and the resulting mutual understanding of aims. The main sources of such support are through the coöperation of parent-teacher organizations and the control of general publicity in the community.

.....
 Yes or No

- "3. All athletic activity shall be a part of the general physical education program in the school: extra-curricular activities shall be an outgrowth of regular class work, and shall be

under the supervision of those teachers who have this subject in charge.

Yes or No

- "4. The school athletic association shall be a coöperative organization of students and faculty, operating according to these standards. If a local 'point system' is devised it shall be for the purpose of stimulating, guiding and limiting activity according to these standards.

Yes or No

"STANDARD II. ORGANIZATION AND ADMINISTRATION OF THE ATHLETIC PROGRAM:

- "B. Administration of the athletic program. Standards of leadership and facilities shall correspond with the "Standards on Health and Physical Education in Secondary Schools" set up by the State of Ohio Department of Education, with the addition of the following points:

To the members of the Ohio committee:

The following three points are made in connection with "Leadership and certification of teachers." The first two are those previously set up by the state as indicated above, and the third is the suggested addition for our own standards. Will you check your approval or disapproval after each point and add any comments:

- "1. Part-time teachers (athletic coaches) must have at least a minor in health and physical education written in on their provisional or life certificates. This minor is recognized only if secured in an accredited training institution.

Yes or No

- "2. Full-time or special teachers and supervisors must have completed a four-year college or university course including a major course of 40 semester hours in Health and Physical Education in institutions accredited by the State Department of Education.

Yes or No

- "3. In all city and exempted village schools the athletic program shall be in the hands of competent women. This policy shall be carried on as far as possible in the county district schools, but in all cases shall a woman member of the faculty be responsible for the detailed welfare of the girls' athletic program.

Yes or No

The following five points are made in connection with "Facilities and equipment." The first four are those previously set up by the state as indicated above, and the fifth is the suggested addition for our own standards. Will you check your approval or disapproval after each point and add any comments:

- "1. All high schools equipped with a gymnasium. If other indoor space such as an auditorium, armories, etc., are used regularly by the school, they may be considered as gymnasia.

Yes or No

- "2. A minimum outdoor space of three acres. Because of unalterable conditions in certain schools, this standard may, on occasion, be waived. Three acres is not to be construed as a desirable figure for play areas: all high schools should have at least 7 to 10 acres whenever possible.

Yes or No

- "3. Locker rooms and lockers of such type and quantity as to offer a safeguard of personal property and to provide sanitary and adequate dressing space for all classes.

Yes or No

- "4. Bathing facilities (showers) in sufficient numbers for the largest classes, with hot water, soap, and towels available during the school day.

Yes or No

- "5. In view of the present needs and the future development of the athletic program as outlined in Standard 1 (Program), the following desirable equipment shall be provided as soon as the financial condition of the school makes it possible:

- a. Swimming pool
- b. Tennis courts
- c. Facilities for more outdoor activities, especially golf, archery and horseback riding.

Yes or No

"STANDARD III. HEALTH CONSIDERATIONS AND SAFEGUARDS IN THE ATHLETIC PROGRAM:

- "A. Classification of students for athletic purposes shall be based upon a thorough physical examination and a health history record.

To the members of the Ohio committee:

The following two points agree substantially with the "Standards on Health and Physical Education for Secondary Schools" set up by the State Department of Education. The only difference is in the second point: the state says "an annual examination for all pupils representing the school in interscholastic athletics" and our suggested standard says "all students engaged in organized extra-curricular athletic activities shall have an annual examination".

Will you check your approval or disapproval for each point and add any comments:

- "1. A thorough physical examination under the supervision of a licensed medical doctor is advised for all students every year, but required at least once during the four years of high school.

.....
Yes or No

- "2. All students engaged in organized extra-curricular athletic activities shall have an annual physical examination.

.....
Yes or No

"STANDARD III. HEALTH CONSIDERATIONS AND SAFEGUARDS IN THE ATHLETIC PROGRAM:

- "B. Adequate health supervision of the athletic program provides for the following policies and regulations:

To the members of the Ohio committee:

Will you look over the following five points carefully and check your approval or disapproval. It seems to the chairman of the committee that these are important points which are apt to be ignored in the administration of athletic programs. Make any suggestions which you see fit.

- "1. Out-of-door activities whenever weather permits.

.....
Yes or No

- "2. Both practice periods and games conducted during daylight hours.

Yes or No

- "3. Both practice periods and games planned without interference with regular meal hours.

Yes or No

- "4. Maximum of one hour a day for organized extra-curricular activities, including both practice periods and games.

Yes or No

- "5. No participation on teams organized outside of the school schedule, when there is an organized extra-curricular program within the school.

Yes or No

- "6. Participation in athletics during the menstrual period shall be guided by the physical examination and the health history record: physically strenuous activities and activities of the highly competitive type avoided during the first two days of the period, but normal activity encouraged.

To the members of the committee:

Probably this is the most debatable point in the whole project and the most difficult to handle. The function of menstruation has been studied scientifically for a comparatively short time and there is not available data from which to draw accurate conclusions. The opinions of experts and other experts do not coincide enough to warrant the setting of definite rules of conduct. On the other hand there must be some guide in the school situation which will be at the same time reasonably conservative and progressively indicative.

There is undoubtedly a general trend toward normalcy of behavior during the menstrual period, including participation in athletic activities. Physicians seem to be supporting the point of view that exercise is more beneficial than rest during menstruation. It is fairly well agreed that normal exercise for the normal girl at least is not harmful. Yet in our school situation we know so little of the physical condition of individuals that we cannot afford to take too many chances on a proposition that is not to steadily supported. We may aim to educate the individual girl to know and to judge for herself, but the emotional situation of athletic competition which we set up for her may be at times too tempting if she were left entirely to her own decisions.

Research Form C

The suggested wording of this point as quoted above does not attempt to solve the problem: it is intended merely to be a guide, based upon the best thought at the present time and adapted to the school situation as it now exists.

High school girls in Ohio answered the question "Do you participate in athletic activity during the first two days of menstruation?" in the following manner:

Participation	% in City Schools	% in County Schools
Never	14%	29%
Sometimes	47%	53%
Always	35%	12%
Unanswered	4%	6%

In New York City a similar question was asked one thousand high school girls. This was part of the study previously referred to under the White House Conference. Experts were asked the same question.

The report follows:

PARTICIPATING DURING MENSTRUATION

	Girls	Experts
Always	506	3
Sometimes	409	42
Never	93	30

Conclusions

1. No immediate ill effects follow participation in games and athletics. Girls would not follow the practice, if it hurt them immediately.
2. Not enough agreement among experts to validate their opinion.

Recommendation

Research study on this problem.

To the Ohio committee:

From the basis of your own opinion and any of the information which you may care to use, do you approve of the point as it is quoted on the previous page?

Yes or No

Other comments?

VITA

HELEN LESLIE COOPS was born in Danielson, Connecticut, on April 16, 1901. Her elementary and secondary education was received in Bridgeport, Connecticut, where she was graduated from high school in 1918. She attended Connecticut College, Barnard College and Teachers College of Columbia University, receiving the Bachelor of Science degree from the latter institution in 1922. She received the Master of Arts degree in 1923 from Teachers College, Columbia University.

Miss Coops is at the present time Associate Professor of Physical Education at the University of Cincinnati, where she has been teaching since 1923. She is co-author of the book, "Play-Days;" and editor of the "Monograph on Athletics for Girls and Women," published by the American Physical Education Association. In 1925-1926 she served as president of the Ohio Society of Directors of Physical Education in Women's Colleges. From 1927 to 1930 she served on the Executive Committee of the National Amateur Athletic Federation (Women's Division).

